



SCHOOL of
GRADUATE STUDIES
EAST TENNESSEE STATE UNIVERSITY

East Tennessee State University
Digital Commons @ East
Tennessee State University

Electronic Theses and Dissertations

Student Works

December 1982

Congruence and Divergence of Teacher-school Board Member Attitudes in Selected Kentucky School Districts 1973 and 1982

Glen A. Kleine

East Tennessee State University

Follow this and additional works at: <https://dc.etsu.edu/etd>



Part of the [Educational Administration and Supervision Commons](#)

Recommended Citation

Kleine, Glen A., "Congruence and Divergence of Teacher-school Board Member Attitudes in Selected Kentucky School Districts 1973 and 1982" (1982). *Electronic Theses and Dissertations*. Paper 2712. <https://dc.etsu.edu/etd/2712>

This Dissertation - Open Access is brought to you for free and open access by the Student Works at Digital Commons @ East Tennessee State University. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Digital Commons @ East Tennessee State University. For more information, please contact digilib@etsu.edu.

INFORMATION TO USERS

This reproduction was made from a copy of a document sent to us for microfilming. While the most advanced technology has been used to photograph and reproduce this document, the quality of the reproduction is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help clarify markings or notations which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure complete continuity.
2. When an image on the film is obliterated with a round black mark, it is an indication of either blurred copy because of movement during exposure, duplicate copy, or copyrighted materials that should not have been filmed. For blurred pages, a good image of the page can be found in the adjacent frame. If copyrighted materials were deleted, a target note will appear listing the pages in the adjacent frame.
3. When a map, drawing or chart, etc., is part of the material being photographed, a definite method of "sectioning" the material has been followed. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.
4. For illustrations that cannot be satisfactorily reproduced by xerographic means, photographic prints can be purchased at additional cost and inserted into your xerographic copy. These prints are available upon request from the Dissertations Customer Services Department.
5. Some pages in any document may have indistinct print. In all cases the best available copy has been filmed.

**University
Microfilms
International**
300 N. Zeeb Road
Ann Arbor, MI 48106

8305258

Kleine, Glen Albert William

**CONGRUENCE AND DIVERGENCE OF TEACHER-SCHOOL BOARD
MEMBER ATTITUDES IN SELECTED KENTUCKY SCHOOL DISTRICTS
1973 AND 1982**

East Tennessee State University

Ed.D. 1982

**University
Microfilms
International**

300 N. Zeeb Road, Ann Arbor, MI 48106

Copyright 1982

by

Kleine, Glen Albert William

All Rights Reserved

CONGRUENCE AND DIVERGENCE OF
TEACHER-SCHOOL BOARD MEMBER ATTITUDES
IN SELECTED KENTUCKY SCHOOL DISTRICTS
1973 AND 1982

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
Glen A.W. Kleine
December, 1982

APPROVAL

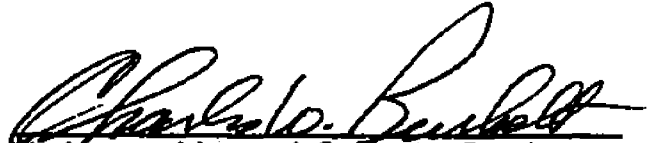
This is to certify that the Advanced Graduate Committee of

GLEN A.W. KLEINE

met on the

Sixteenth day of November 1982.

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 Dean of the School of Graduate Studies in partial fulfillment of the requirement for the degree Doctor of Education in Educational Administration.


Chairman, Advanced Graduate Committee







Signed on behalf of
the Graduate Council


Dean, School of Graduate Studies

Abstract

CONGRUENCE AND DIVERGENCE OF TEACHER-SCHOOL BOARD MEMBER ATTITUDES

IN SELECTED KENTUCKY SCHOOL DISTRICTS 1973 AND 1982

by

Glen A.W. Kleine

The problem of this study was to determine if significant differences existed between teachers and school board members in two school districts in Kentucky in their perceptions of 35 selected educational issues and procedures.

The population studied included all teachers and board members in the two selected school districts. A study of the county school district in Kentucky was conducted in 1973 and in 1982. Study of the city school district in Kentucky was only conducted in 1982.

Chi-square statistics were used to analyze the data. Fifteen null hypotheses were tested in this study.

Attitudes of 1973 county teachers and board members were compared with those of 1982 county teachers and board members. Attitudes of 1982 city teachers and board members were compared with those of 1982 county teachers and board members. Attitudes of 1982 teachers were compared based upon the sex of the teachers, the age of the teachers, the formal training of the teachers, and the number of years teachers had taught in the school district.

It was concluded that teachers and board members in both school districts studied perceived more items congruently than divergently when a broad range of issues and policy development procedures are considered; that county teachers and county board members in 1982 perceived issues and procedures more congruently than did city teachers and city board members; that county teachers and board members in 1982 perceived issues and procedures more congruently than their 1973 predecessors; the trend toward more congruent attitudes between teachers and board members appears to be more the result of change in the attitudes of the teachers than in the attitudes of the board members; and that board members in the selected school districts are more congruent in their attitudes than teachers in these same school districts.

©
Copyright by Glen Albert William Kleine 1982
All Rights Reserved

DEDICATION

The writer dedicates this dissertation to his wife, Joan Kay Kleine, and sons, Kevin Dale Kleine, Keith Dee Kleine, and Kris David Kleine, who made major sacrifices to enabled him to pursue his educational goals.

ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation to everyone who helped make this study possible: to Dr. Charles W. Burkett, Committee Chairman and director of the dissertation, for his encouragement, guidance, and assistance through the study and advanced program; and to other committee members, Dr. Cecil Blankenship, Dr. Floyd Edwards, and Dr. William Fowler, for their cooperation and consideration.

The writer also wishes to acknowledge the contributions of Dr. William Byers, Dr. Max Marshall, and Dr. Clyde Orr, former members of the committee whose retirement made it impossible to continue serving on the dissertation committee.

Special thanks is extended to Dr. Paul D. Blanchard for the original inspiration and considerable data upon which this study is based.

Appreciation is also expressed to Dr. John Rowlett, Dr. Kenneth Hansson, and James Harris for making possible the use of various support facilities at Eastern Kentucky University. The writer also thanks the academic computing staff at Eastern Kentucky University for instructing the writer in the use of the academic computer.

A special note of appreciation needs to be made of Warren English, Director of Public Information at Eastern Kentucky University; Russell Roberts, Superintendent of the Madison County Schools; and Harold Webb, Superintendent of the Richmond City Schools, for their assistance throughout the dissertation project.

TABLE OF CONTENTS

	Page
APPROVAL	ii
ABSTRACT	iii
COPYRIGHT PAGE	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
LIST OF TABLES	xi
Chapter	
1. INTRODUCTION	1
The Problem	4
Statement of the Problem	4
Significance of the Problem	4
Assumptions	8
Hypotheses	8
Limitations	12
Definitions of Terms	14
Procedures and Treatment of the Data	15
Organization of the Study	20
2. REVIEW OF THE RELATED LITERATURE	22
Nature of the Research	22
Sources Checked For Pertinent Methodology and Findings	25
Observations About Useful Methodology	26
Observations About Useful Findings	27

Chapter	Page
Findings Regarding Attempts to Affect School Policy	28
Research Findings Relating to Attitudes About Priority of School District Problems	30
Research Findings Regarding the Role of the Federal Government in Helping to Formulate School Policy	34
Research Findings Regarding the Role of the State Government in Helping to Formulate School Policy.	36
Research Findings Regarding the Role of the Teacher in Helping to Formulate School Policy	36
Research Findings Regarding the Role of the Superintendent in Helping to Formulate School Policy	39
Research Findings Regarding the Role of the Community in Helping to Formulate School Policy	44
Findings Regarding the Consequence of Attempts to Affect School Policy	46
Consequence of Federal and State Government Participation in the Formulation of School Policy	46
Consequence of Group and Individual Participation in the Formulation of School Policy	47
Findings Regarding Congruent/Divergent Views of Teachers and Board Members.	49
Findings Regarding the Demographic Differentiation Between Teachers	51
Relation of Sex of the Teacher With How Teachers Perceived Various Issues and Procedures	51

Chapter	Page
Relation of Age of the Teacher With How Teachers Perceived Various Issues and Procedures	55
Relation of the Extent of Formal Education of the Teacher With How Teachers Perceived Various Issues and Procedures . . .	57
Relation of the Extent of Teaching Experience in the School District of the Teacher With How Teachers Perceived Various Issues and Procedures . . .	58
Additional Information Bearing Upon Findings.	58
Summary.	60
3. RESPONSE DATA	62
Questionnaire Response Data	63
Differences Between Respondents.	65
4. LONGITUDINAL COMPARISON OF TEACHERS' AND BOARD MEMBERS' PERCEPTIONS	72
5. HORIZONTAL COMPARISON OF TEACHERS' AND BOARD MEMBERS' PERCEPTIONS	95
6. COMPARISON OF TEACHERS' WITH BOARD MEMBERS' PERCEPTIONS	114
1973 Comparison of County Teachers With Board . .	114
1982 Comparison of County Teachers With Board . .	124
1982 Comparison of City Teachers With Board . . .	129
7. COMPARISON OF TEACHERS BY DEMOGRAPHIC DATA	136
1982 Comparison of County Teachers by Sex	137
1982 Comparison of City Teachers by Sex	144
1982 Comparison of County Teachers by Age	144
1982 Comparison of City Teachers by Age	152

Chapter	Page
1982 Comparison of County Teachers by Educational Level	165
1982 Comparison of City Teachers by Educational Level	175
1982 Comparison of County Teachers by Years Teaching in School District	183
1982 Comparison of City Teachers by Years Teaching in School District	192
8. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS.	196
Summary	196
Conclusions	203
Implications.	204
Recommendations	206
BIBLIOGRAPHY	208
APPENDICES	215
A. COVER LETTER	216
B. QUESTIONNAIRE	218
C. CUMULATIVE RESPONSES TO QUESTIONNAIRE.	226
VITA	235

LIST OF TABLES

Table		Page
1.	SUMMARY OF PERCENTAGE OF RESPONDENTS TO STEWART'S STUDY WHO FELT CURRICULUM OFFERINGS WERE ADEQUATE	32
2.	NUMBER AND PERCENTAGE OF COUNTY TEACHERS FROM EACH SCHOOL RESPONDING IN 1973.	63
3.	NUMBER AND PERCENTAGE OF COUNTY TEACHERS FROM EACH SCHOOL RESPONDING IN 1982.	64
4.	NUMBER AND PERCENTAGE OF CITY TEACHERS FROM EACH SCHOOL RESPONDING IN 1982.	64
5.	SCHOOL BOARD MEMBERS' RESPONSES	65
6.	SEX OF TEACHERS IN THE COUNTY SCHOOLS IN 1982 COMPARED WITH THE SEX OF TEACHERS IN THE CITY SCHOOLS IN 1982	67
7.	AGE OF TEACHERS IN THE COUNTY SCHOOLS IN 1982 COMPARED WITH THE AGE OF TEACHERS IN THE CITY SCHOOLS IN 1982	67
8.	LEVEL OF TRAINING OF TEACHERS IN THE COUNTY SCHOOLS IN 1982 COMPARED WITH THE LEVEL OF TRAINING OF TEACHERS IN THE CITY SCHOOLS IN 1982	69
9.	YEARS RESPONDENT TAUGHT IN THE COUNTY SCHOOLS IN 1982 COMPARED WITH THE YEARS RESPONDENT TAUGHT IN THE CITY SCHOOLS IN 1982	69
10.	SEX OF TEACHERS IN THE COUNTY SCHOOLS IN 1973 COMPARED WITH THE SEX OF TEACHERS IN THE COUNTY SCHOOLS IN 1982	70
11.	AGE OF TEACHERS IN THE COUNTY SCHOOLS IN 1973 COMPARED WITH THE AGE OF TEACHERS IN THE COUNTY SCHOOLS IN 1982	70
12.	LEVEL OF TRAINING OF TEACHERS IN THE COUNTY SCHOOLS IN 1973 COMPARED WITH THE LEVEL OF TRAINING OF TEACHERS IN THE COUNTY SCHOOLS IN 1982	71

Table	Page
13. COMPARISON OF COUNTY SCHOOL BOARD MEMBERS AND CITY SCHOOL BOARD MEMBERS RESPONDING TO QUESTIONNAIRES IN 1973 AND 1982 BY AGE OF THE RESPONDENT.	71
14. LEVELS OF SIGNIFICANT DIFFERENCE BETWEEN BOARD MEMBERS IN THE COUNTY SCHOOLS IN 1973 AND BOARD MEMBERS IN THE COUNTY SCHOOLS IN 1982 CONCERNING RESPONSES ON 35 SELECTED QUESTIONNAIRE STATEMENTS.	73
15. A COMPARISON OF THE EXTENT TO WHICH BOARD MEMBERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 PERCEIVED BOARD MEMBERSHIP AS HELPING THE BOARD MEMBERS' CAREERS	75
16. LEVELS OF SIGNIFICANT DIFFERENCE BETWEEN TEACHERS IN THE COUNTY SCHOOLS IN 1973 AND TEACHERS IN THE COUNTY SCHOOLS IN 1982 CONCERNING RESPONSES ON 35 SELECTED QUESTIONNAIRE STATEMENTS.	76
17. A COMPARISON OF THE PERCEPTIONS OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 REGARDING THE EXTENT TO WHICH THE FEDERAL GOVERNMENT EXERTS CONTROL OVER LOCAL EDUCATION .	78
18. A COMPARISON OF THE PERCEPTIONS OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 REGARDING THE EXTENT TO WHICH THE STATE GOVERNMENT EXERTS CONTROL OVER LOCAL EDUCATION .	78
19. A COMPARISON OF THE PERCEPTIONS OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 REGARDING THE SINGLE MOST SERIOUS FACING THE SCHOOL DISTRICT	79
20. A COMPARISON OF THE PERCEPTIONS OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 REGARDING THE CONCERN ON WHICH THE SCHOOL BOARD SPENDS MOST TIME	80
21. A COMPARISON OF THE PERCEPTIONS OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 REGARDING THE ONE CONCERN ON WHICH THE SCHOOL BOARD SHOULD SPEND MOST TIME	81

Table	Page
22. A COMPARISON OF THE PERCEPTIONS OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 REGARDING THE EXTENT TO WHICH TEACHERS WERE INTERESTED IN BOARD ACTIONS	82
23. A COMPARISON OF THE PERCEPTIONS OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 REGARDING THE EXTENT TO WHICH ORGANIZED GROUPS WERE INTERESTED IN THE ACTIVITIES OF THE SCHOOL BOARD.	84
24. A COMPARISON OF THE PERCEPTIONS OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 REGARDING THE ORGANIZATION <u>MOST</u> INTERESTED IN ACTIVITIES OF THE COUNTY SCHOOL DISTRICT.	84
25. A COMPARISON OF THE PERCEPTIONS OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 REGARDING COMPETITION FOR ELECTION TO THE SCHOOL BOARD IN THEIR SCHOOL DISTRICT	85
26. A COMPARISON OF THE PERCEPTIONS OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 REGARDING THE CLOSENESS OF COMPETITION IN SCHOOL BOARD ELECTIONS IN THEIR SCHOOL DISTRICT.	85
27. A COMPARISON OF THE PERCEPTIONS OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 REGARDING THE EXTENT TO WHICH SCHOOL BOARD ELECTIONS INVOLVE THE SUPERINTENDENT AND/OR HIS PROGRAM AS ISSUES	86
28. A COMPARISON OF THE PERCEPTIONS OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 REGARDING THE UNANIMITY OF SCHOOL BOARD DECISIONS	86
29. A COMPARISON OF THE PERCEPTIONS OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 REGARDING THE DIVISION OF THE SCHOOL BOARD WHEN THERE WAS DISAGREEMENT ON ISSUES	87
30. A COMPARISON OF THE PERCEPTIONS OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 REGARDING THE EXTENT TO WHICH THE SCHOOL BOARD REACHES DECISIONS AT CLOSED MEETINGS	87

Table

Page

31. A COMPARISON OF THE PERCEPTIONS OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 REGARDING THE FORMALITY OR INFORMALITY OF THE BOARDS' DECISION-MAKING PROCESS 88

32. A COMPARISON OF THE PERCEPTIONS OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 REGARDING THE EXTENT TO WHICH THE SCHOOL BOARD HANDLES THE SCHOOL BUDGET 88

33. A COMPARISON OF THE PERCEPTIONS OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 REGARDING THE EXTENT TO WHICH THE SCHOOL BOARD HANDLES PUBLIC RELATIONS 89

34. A COMPARISON OF THE PERCEPTIONS OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 REGARDING THE EXTENT TO WHICH THE SCHOOL BOARD HANDLES NEW BUILDINGS 90

35. A COMPARISON OF THE PREDICTIONS OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 REGARDING WHAT SCHOOL BOARD MEMBERS PERCEIVED TO BE THEIR RESPONSIBILITY TO VOTE THE VIEWS OF THEIR CONSTITUENTS 90

36. A COMPARISON OF THE PREDICTIONS OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 REGARDING WHAT SCHOOL BOARD MEMBERS PERCEIVED REGARDING CONTROLS BY THE KENTUCKY GOVERNMENT 91

37. A COMPARISON OF THE PREDICTIONS OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 REGARDING WHAT SCHOOL BOARD MEMBERS PERCEIVED REGARDING WHETHER BOARD MEMBERSHIP HELPED BOARD MEMBERS' CAREERS. 92

38. A COMPARISON OF THE PREDICTIONS OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1973 AND IN 1982 REGARDING WHAT SCHOOL BOARD MEMBERS PERCEIVED REGARDING WHETHER BOARD MEMBERSHIP WAS AN ENJOYABLE EXPERIENCE 94

39. LEVELS OF SIGNIFICANT DIFFERENCE BETWEEN BOARD IN THE COUNTY SCHOOLS IN 1982 AND BOARD IN THE CITY SCHOOLS IN 1982 CONCERNING RESPONSES ON 35 SELECTED QUESTIONNAIRE STATEMENTS. 95

Table		Page
40.	A COMPARISON OF THE PERCEPTIONS OF COUNTY SCHOOL BOARD MEMBERS WITH THE PERCEPTIONS OF CITY SCHOOL BOARD MEMBERS IN 1982 REGARDING TEACHERS' INTEREST IN THE ACTIVITIES OF THE SCHOOL BOARD	98
41.	A COMPARISON OF THE PERCEPTIONS OF COUNTY SCHOOL BOARD MEMBERS WITH THE PERCEPTIONS OF CITY SCHOOL BOARD MEMBERS IN 1982 REGARDING THE CLOSENESS OF COMPETITION IN SCHOOL BOARD ELECTIONS IN THEIR SCHOOL DISTRICT.	98
42.	A COMPARISON OF THE PERCEPTIONS OF COUNTY SCHOOL BOARD MEMBERS WITH THE PERCEPTIONS OF CITY SCHOOL BOARD MEMBERS IN 1982 REGARDING THE DIVISION OF THE SCHOOL BOARD IN THEIR SCHOOL DISTRICT WHEN THERE WAS DISAGREEMENT ON ISSUES.	99
43.	LEVELS OF SIGNIFICANT DIFFERENCE BETWEEN TEACHERS IN THE COUNTY SCHOOLS IN 1982 AND TEACHERS IN THE CITY SCHOOLS IN 1982 CONCERNING RESPONSES ON 35 SELECTED QUESTIONNAIRE STATEMENTS.	101
44.	A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS WITH THE PERCEPTIONS OF CITY TEACHERS IN 1982 REGARDING THE SINGLE MOST SERIOUS PROBLEM FACING SCHOOL DISTRICT	103
45.	A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS WITH THE PERCEPTIONS OF CITY TEACHERS IN 1982 REGARDING CITIZEN INTEREST IN THE ACTIVITIES OF THE SCHOOL BOARD	104
46.	A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS WITH THE PERCEPTIONS OF CITY TEACHERS IN 1982 REGARDING TEACHERS' INTEREST IN THE ACTIVITIES OF THE SCHOOL BOARD	104
47.	A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS WITH THE PERCEPTIONS OF CITY TEACHERS IN 1982 REGARDING ORGANIZED GROUP INTEREST IN THE ACTIVITIES OF THE SCHOOL BOARD	106

Table		Page
48.	A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS WITH THE PERCEPTIONS OF CITY TEACHERS IN 1982 REGARDING COMPETITION FOR ELECTION TO THE SCHOOL BOARD IN THEIR SCHOOL DISTRICT . .	106
49.	A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS WITH THE PERCEPTIONS OF CITY TEACHERS IN 1982 REGARDING THE CLOSENESS OF COMPETITION IN SCHOOL BOARD ELECTIONS IN THEIR SCHOOL DISTRICT	107
50.	A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS WITH THE PERCEPTIONS OF CITY TEACHERS IN 1982 REGARDING THE EXTENT TO WHICH SCHOOL BOARD ELECTIONS INVOLVE THE SUPERINTENDENT AND/OR HIS PROGRAM AS ISSUES. . .	107
51.	A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS WITH THE PERCEPTIONS OF CITY TEACHERS IN 1982 REGARDING BOARD CONFLICT AS A CONSEQUENCE OF BOARD POLICIES. . .	108
52.	A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS WITH THE PERCEPTIONS OF CITY TEACHERS IN 1982 REGARDING THE UNANIMITY OF SCHOOL BOARD DECISIONS.	108
53.	A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS WITH THE PERCEPTIONS OF CITY TEACHERS IN 1982 REGARDING THE DIVISION OF THE SCHOOL BOARD IN THEIR SCHOOL DISTRICT WHEN THERE WAS DISAGREEMENT ON ISSUES	109
54.	A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS WITH THE PERCEPTIONS OF CITY TEACHERS IN 1982 REGARDING THE EXTENT TO WHICH THE SCHOOL BOARD REACHES DECISIONS AT CLOSED MEETINGS	109
55.	A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS WITH THE PERCEPTIONS OF CITY TEACHERS IN 1982 REGARDING THE EXTENT TO WHICH THE SCHOOL BOARD HANDLES THE SCHOOL BUDGET	111

Table		Page
56.	A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS WITH THE PERCEPTIONS OF CITY TEACHERS IN 1982 REGARDING THE EXTENT TO WHICH THE SCHOOL BOARD HANDLES PUBLIC RELATIONS	111
57.	A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS WITH THE PERCEPTIONS OF CITY TEACHERS IN 1982 REGARDING THE EXTENT TO WHICH BOARD MEMBERSHIP HELPED BOARD MEMBERS' CAREERS	112
58.	A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS WITH THE PERCEPTIONS OF CITY TEACHERS IN 1982 REGARDING THE EXTENT TO WHICH BOARD MEMBERS FIND BOARD MEMBERSHIP AN ENJOYABLE EXPERIENCE	112
59.	LEVELS OF SIGNIFICANT DIFFERENCE BETWEEN TEACHERS IN THE COUNTY SCHOOLS IN 1973 AND BOARD IN THE COUNTY SCHOOLS IN 1973 CONCERNING RESPONSES ON 35 SELECTED QUESTIONNAIRE STATEMENTS.	115
60.	A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS AND SCHOOL BOARD MEMBERS IN 1973 REGARDING THE EXTENT TO WHICH SCHOOL BOARD ELECTIONS INVOLVE THE SUPERINTENDENT AND/OR HIS PROGRAM AS ISSUES. . .	118
61.	A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS AND SCHOOL BOARD MEMBERS IN 1973 REGARDING THE EXTENT TO WHICH BOARD CONFLICT IS A CONSEQUENCE OF BOARD POLICIES	118
62.	A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS AND SCHOOL BOARD MEMBERS IN 1973 REGARDING THE DIVISION OF THE COUNTY SCHOOL DISTRICT BOARD WHEN THERE WAS DISAGREEMENT ON ISSUES	119
63.	A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS AND SCHOOL BOARD MEMBERS IN 1973 REGARDING THE FORMALITY OF THE BOARD'S DECISION-MAKING PROCESS	119

Table	Page
64. A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS AND SCHOOL BOARD MEMBERS IN 1973 REGARDING THE EXTENT TO WHICH THE SCHOOL BOARD HAS STANDING COMMITTEES MADE UP ENTIRELY OF SCHOOL BOARD MEMBERS	121
65. A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS AND SCHOOL BOARD MEMBERS IN 1973 REGARDING THE EXTENT TO WHICH THE SCHOOL BOARD HANDLES THE SCHOOL BUDGET	121
66. A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS AND SCHOOL BOARD MEMBERS IN 1973 REGARDING THE EXTENT TO WHICH BOARD MEMBERS VOTE THE VIEWS OF THEIR CONSTITUENTS.	122
67. A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS AND SCHOOL BOARD MEMBERS IN 1973 REGARDING THE EXTENT TO WHICH BOARD MEMBERS AGREE WITH THE LEVEL OF CONTROL BY THE FEDERAL GOVERNMENT	122
68. A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS AND SCHOOL BOARD MEMBERS IN 1973 REGARDING THE EXTENT TO WHICH BOARD MEMBERS AGREE WITH THE LEVEL OF CONTROL BY THE STATE GOVERNMENT	123
69. A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS AND SCHOOL BOARD MEMBERS IN 1973 REGARDING THE EXTENT TO WHICH BOARD MEMBERS FIND BOARD MEMBERSHIP AN ENJOYABLE EXPERIENCE	123
70. LEVELS OF SIGNIFICANT DIFFERENCE BETWEEN TEACHERS IN THE COUNTY SCHOOLS IN 1982 AND THE BOARD IN THE COUNTY SCHOOLS IN 1982 CONCERNING RESPONSES ON 35 SELECTED QUESTIONNAIRE STATEMENTS.	126
71. A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS AND SCHOOL BOARD MEMBERS IN 1982 REGARDING THE FORCE OF THE TEACHERS' VOICE IN DETERMINING SCHOOL POLICY	128

Table	Page
72. A COMPARISON OF THE PERCEPTIONS OF COUNTY TEACHERS AND SCHOOL BOARD MEMBERS IN 1982 REGARDING BOARD CONFLICT AS A CONSEQUENCE OF BOARD POLICIES	128
73. LEVELS OF SIGNIFICANT DIFFERENCE BETWEEN TEACHERS IN THE CITY SCHOOLS IN 1982 AND THE BOARD IN THE CITY SCHOOLS IN 1982 CONCERNING RESPONSES ON 35 SELECTED QUESTIONNAIRE STATEMENTS.	129
74. A COMPARISON OF THE PERCEPTIONS OF CITY TEACHERS AND SCHOOL BOARD MEMBERS IN 1982 REGARDING THE FORCE OF THE TEACHERS' VOICE IN DETERMINING SCHOOL POLICY	132
75. A COMPARISON OF THE PERCEPTIONS OF CITY TEACHERS AND SCHOOL BOARD MEMBERS IN 1982 REGARDING THE SINGLE MOST SERIOUS PROBLEM FACING THE SCHOOL DISTRICT	132
76. A COMPARISON OF THE PERCEPTIONS OF CITY TEACHERS AND SCHOOL BOARD MEMBERS IN 1982 REGARDING THE ORGANIZATION <u>MOST</u> INTERESTED IN ACTIVITIES OF THE SCHOOL BOARD	133
77. A COMPARISON OF THE PERCEPTIONS OF CITY TEACHERS AND SCHOOL BOARD MEMBERS IN 1982 REGARDING THE DIVISION OF THE CITY SCHOOL DISTRICT BOARD WHEN THERE WAS A DISAGREEMENT ON ISSUES	133
78. A COMPARISON OF THE PERCEPTIONS OF CITY TEACHERS AND SCHOOL BOARD MEMBERS IN 1982 REGARDING THE FORMALITY OR INFORMALITY OF THE BOARD'S DECISION-MAKING PROCESS	135
79. A COMPARISON OF THE PERCEPTIONS OF CITY TEACHERS AND SCHOOL BOARD MEMBERS IN 1982 REGARDING THE EXTENT TO WHICH THE SCHOOL BOARD HAS STANDING COMMITTEES MADE UP ENTIRELY OF SCHOOL BOARD MEMBERS	135
80. LEVELS OF SIGNIFICANT DIFFERENCE BETWEEN TEACHERS IN THE COUNTY SCHOOLS IN 1982 DIFFERENTIATED BY SEX CONCERNING RESPONSES ON 35 SELECTED QUESTIONNAIRE STATEMENTS.	139

Table	Page
81. SEX OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING COMPETITION FOR ELECTION TO THE SCHOOL BOARD IN THE COUNTY SCHOOL DISTRICT	141
82. SEX OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING THE EXTENT TO WHICH THE SCHOOL BOARD IN THE COUNTY SCHOOL DISTRICT HANDLES THE SCHOOL BUDGET.	141
83. SEX OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS OF BOARD MEMBERS' VIEWS REGARDING CONTROLS BY THE FEDERAL GOVERNMENT	143
84. SEX OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS OF BOARD MEMBERS' VIEWS REGARDING CONTROLS BY THE KENTUCKY GOVERNMENT	143
85. LEVELS OF SIGNIFICANT DIFFERENCE BETWEEN TEACHERS IN THE CITY SCHOOLS IN 1982 DIFFERENTIATED BY SEX CONCERNING RESPONSES ON 35 SELECTED QUESTIONNAIRE STATEMENTS.	145
86. LEVELS OF SIGNIFICANT DIFFERENCE BETWEEN TEACHERS IN THE COUNTY SCHOOLS IN 1982 DIFFERENTIATED BY AGE CONCERNING RESPONSES ON 35 SELECTED QUESTIONNAIRE STATEMENTS.	147
87. AGE OF TEACHERS IN COUNTY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING THE CONCERN ON WHICH THE SCHOOL BOARD SPENDS MOST TIME BOARD SPENDS MOST TIME	150
88. AGE OF TEACHERS IN COUNTY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING BOARD CONFLICT AS A CONSEQUENCE OF BOARD POLICIES IN THE COUNTY SCHOOL DISTRICT . .	150

Table	Page
89. AGE OF TEACHERS IN COUNTY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING THE EXTENT TO WHICH THE SCHOOL BOARD IN THE COUNTY SCHOOL DISTRICT HANDLES PUBLIC RELATIONS	151
90. LEVELS OF SIGNIFICANT DIFFERENCE BETWEEN TEACHERS IN THE CITY SCHOOLS IN 1982 DIFFERENTIATED BY AGE CONCERNING RESPONSES ON 35 SELECTED QUESTIONNAIRE STATEMENTS.	153
91. AGE OF TEACHERS IN CITY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING THE CLOSENESS OF COMPETITION IN SCHOOL BOARD ELECTIONS IN THE CITY SCHOOL DISTRICT	155
92. AGE OF TEACHERS IN CITY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING BOARD CONFLICT AS A CONSEQUENCE OF BOARD POLICIES IN THE CITY SCHOOL DISTRICT . . .	155
93. AGE OF TEACHERS IN CITY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING THE EXTENT TO WHICH THE SCHOOL BOARD IN THE CITY SCHOOL DISTRICT HANDLES PERSONNEL AND HIRING	157
94. AGE OF TEACHERS IN CITY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING THE EXTENT TO WHICH THE SCHOOL BOARD IN THE CITY SCHOOL DISTRICT HANDLES PUBLIC RELATIONS	157
95. AGE OF TEACHERS IN CITY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING THE EXTENT TO WHICH THE SCHOOL BOARD IN THE CITY SCHOOL DISTRICT HANDLES NEW BUILDINGS	158

Table	Page
96. AGE OF TEACHERS IN CITY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING THE EXTENT TO WHICH THE SCHOOL BOARD IN THE CITY SCHOOL DISTRICT HANDLES TEACHERS' GRIEVANCES.	158
97. AGE OF TEACHERS IN CITY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING THE EXTENT TO WHICH THE SCHOOL BOARD IN THE CITY SCHOOL DISTRICT HANDLES SALARIES . .	160
98. AGE OF TEACHERS IN CITY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING THE EXTENT TO WHICH THE SCHOOL BOARD IN THE CITY SCHOOL DISTRICT HANDLES INSTRUCTION	160
99. AGE OF TEACHERS IN CITY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS OF BOARD MEMBERS' VIEWS REGARDING CONTROL BY THE FEDERAL GOVERNMENT.	161
100. AGE OF TEACHERS IN CITY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS OF BOARD MEMBERS' VIEWS REGARDING CONTROL BY THE KENTUCKY GOVERNMENT	163
101. AGE OF TEACHERS IN CITY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS OF BOARD MEMBERS' VIEWS REGARDING THE SPEED OF DESEGREGATION	164
102. LEVELS OF SIGNIFICANT DIFFERENCE BETWEEN TEACHERS IN THE COUNTY SCHOOLS IN 1982 DIFFERENTIATED BY EDUCATIONAL LEVEL CONCERNING RESPONSES ON 35 SELECTED QUESTIONNAIRE STATEMENTS.	166

Table	Page
103. FORMAL EDUCATION OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING THE SINGLE MOST SERIOUS PROBLEM FACING THE SCHOOL DISTRICT	169
104. FORMAL EDUCATION OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING THE EXTENT TO WHICH SCHOOL BOARD ELECTIONS INVOLVE THE SUPERINTENDENT AND/OR HIS PROGRAM AS ISSUES	169
105. FORMAL EDUCATION OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING THE UNANIMITY OF SCHOOL BOARD DECISIONS	170
106. FORMAL EDUCATION OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING THE DIVISION OF THE COUNTY SCHOOL BOARD WHEN THERE WAS DISAGREEMENT ON ISSUES	170
107. FORMAL EDUCATION OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS OF BOARD MEMBERS' VIEWS REGARDING THEIR RESPONSIBILITY TO VOTE THE VIEWS OF THEIR CONSTITUENTS	172
108. FORMAL EDUCATION OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS OF BOARD MEMBERS' VIEWS REGARDING CONTROLS BY THE KENTUCKY GOVERNMENT	173
109. FORMAL EDUCATION OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING TEACHERS' VIEW OF THE DESIRABLE SPEED OF DESEGREGATION	174
110. LEVELS OF SIGNIFICANT DIFFERENCE BETWEEN TEACHERS IN THE CITY SCHOOLS IN 1982 DIFFERENTIATED BY EDUCATIONAL LEVEL CONCERNING RESPONSES ON 35 SELECTED QUESTIONNAIRE STATEMENTS.	177

Table

Page

111.	FORMAL EDUCATION OF TEACHERS IN THE CITY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING THE EXTENT TO WHICH THE FEDERAL GOVERNMENT EXERTS CONTROL OVER LOCAL EDUCATION	179
112.	FORMAL EDUCATION OF TEACHERS IN THE CITY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING CITIZEN INTEREST IN THE ACTIVITIES OF THE SCHOOL BOARD	179
113.	FORMAL EDUCATION OF TEACHERS IN THE CITY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING THE UNANIMITY OF SCHOOL BOARD DECISIONS	181
114.	FORMAL EDUCATION OF TEACHERS IN THE CITY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING THE EXTENT TO WHICH THE SCHOOL BOARD HANDLES TEACHERS' GRIEVANCES.	181
115.	FORMAL EDUCATION OF TEACHERS IN THE COUNTY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS OF BOARD MEMBERS' VIEWS REGARDING CONTROLS BY THE FEDERAL GOVERNMENT.	182
116.	LEVELS OF SIGNIFICANT DIFFERENCE BETWEEN TEACHERS IN THE COUNTY SCHOOLS IN 1982 DIFFERENTIATED BY YEARS TEACHING IN SCHOOL DISTRICT CONCERNING RESPONSES ON 35 SELECTED QUESTIONNAIRE STATEMENTS.	185
117.	YEARS TEACHERS HAVE BEEN TEACHING IN THE COUNTY SCHOOL DISTRICT BY 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING THE FORCE OF THE TEACHERS' VOICE IN DETERMINING SCHOOL POLICY	187
118.	YEARS TEACHERS HAVE BEEN TEACHING IN THE COUNTY SCHOOL DISTRICT BY 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS REGARDING THE ONE CONCERN ON WHICH THE SCHOOL BOARD SHOULD SPEND MOST TIME.	187

Table

Page

119.	YEARS TEACHERS HAVE BEEN TEACHING IN THE COUNTY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS OF BOARD MEMBERS' VIEWS REGARDING THE EXTENT TO WHICH TEACHERS ARE INTERESTED IN BOARD ACTIONS . . .	188
120.	YEARS TEACHERS HAVE BEEN TEACHING IN THE COUNTY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS OF BOARD MEMBERS' VIEWS REGARDING THE EXTENT TO WHICH BOARD CONFLICT IS A CONSEQUENCE OF BOARD POLICIES	190
121.	YEARS TEACHERS HAVE BEEN TEACHING IN THE COUNTY SCHOOL DISTRICT IN 1982 AS AN INDEPENDENT VARIABLE OF TEACHERS' PERCEPTIONS OF BOARD MEMBERS' VIEWS REGARDING THE EXTENT TO WHICH THE BOARD REACHES DECISIONS AT CLOSED MEETINGS	191
122.	LEVELS OF SIGNIFICANT DIFFERENCE BETWEEN TEACHERS IN THE CITY SCHOOLS IN 1982 DIFFERENTIATED BY YEARS TEACHING IN SCHOOL DISTRICT CONCERNING RESPONSES ON 35 SELECTED QUESTIONNAIRE STATEMENTS.	194
123.	SUMMARY OF THE RESPONSES OF LONGITUDINAL GROUPS TESTED FOR SIGNIFICANT DIFFERENCES ON 35 SELECTED QUESTIONNAIRE STATEMENTS	197
124.	SUMMARY OF THE RESPONSES OF HORIZONTAL GROUPS TESTED FOR SIGNIFICANT DIFFERENCES ON 35 SELECTED QUESTIONNAIRE STATEMENTS	198
125.	SUMMARY OF THE RESPONSES OF TEACHERS DIFFERENTIATED BY SEX AND AGE OF TEACHERS TESTED FOR SIGNIFICANT DIFFERENCES ON 35 SELECTED QUESTIONNAIRE STATEMENTS	200
126.	SUMMARY OF THE RESPONSES OF TEACHERS DIFFERENTIATED BY FORMAL TRAINING AND YEARS TEACHING IN DISTRICT TESTED FOR SIGNIFICANT DIFFERENCES ON 35 SELECTED QUESTIONNAIRE STATEMENTS.	201

Chapter 1

INTRODUCTION

Peter Schrag observed the powerful roles played by the school in local communities when he wrote:

The mountains are high in eastern Kentucky, most of the roads are poor, and little comes in from the outside; no money, no ideas, no hope. Here schools mean jobs for the politically faithful, for the friends and relatives of those who are elected to the school board, and education is a routine to be followed to meet state specifications - and collect state aid. To be a school superintendent like Marie Turner in neighboring Breathitt County is to have access to the largest payroll and, therefore, the greatest power in the county - power in politics, in local business, power even in the state house and in Washington. When President and Mrs. Johnson visited Appalachia in 1964, their hostess in Breathitt County was Mrs. Turner, a woman who, with her husband, has controlled school and county politics for forty years. Schools in Appalachia represent bank deposits contracts for gas, oil and insurance and, most of all, steady employment.¹

David W. Minar observed that school board decisions have great political consequences outside the schools and have great impact on the school program and on the morale of the teachers and administrators charged with implementing school board policy. As decision makers for governmental units, school board members and superintendents were engaged in political as well as educational decision making. It has been contended that educational decisions account for more public employment and the spending of more public financial resources than any other sector of government except

¹Peter Schrag, Voices in the Classroom (Boston: Beacon Press, 1965), p. 133.

national defense.²

Paul Blanchard, a member of the Political Science faculty at Eastern Kentucky University, conducted a study of political decision making by local school boards in Kentucky in 1972.³ The purpose of the Blanchard study was to assess school board performance and how school board members perceived educational processes and their performance. In the following year a study was undertaken which attempted to ascertain how teachers perceived school board member performance and to contrast this with how school board members perceived their own performance.⁴

This study was predicated on the assumption that there was a relationship between the way in which school board members perform their tasks and the attitudes teachers have about the school board. If a school board and its chief agent, the superintendent, actively solicit the opinions of teachers on policy matters, they will affect teacher attitudes, and therefore morale, in quite a different way than if the school board and superintendent arrive at policy decisions without consulting with teachers.

²David W. Minar, Educational Decision-Making in Suburban Communities (Washington, D.C.: U.S. Office of Education, Cooperative Research Project #2440, 1966), p. 1.

³Paul D. Blanchard, "The Kentucky School Board Member: Results of a Statewide Survey," The Kentucky School Boards Journal, XIV (May, 1972), pp. 4-6.

⁴Glen A.W. Kleine, "Congruence and Divergence of Teacher-Board Attitudes." (Specialist thesis, Eastern Kentucky University, 1973).

These views were not without support in the literature. Indeed, a study by Arthur Blumberg and Wilford A. Weber concluded that "the behavioral style of the supervisor, as seen by a teacher, is related to the morale of a teacher."⁵

John W. Duncan, Jr., supported this view in his dissertation when he wrote:

Recommendations. It is recommended that superintendents and governing board members develop programs of three-way communication between themselves and teachers concerning teacher role expectations.

It is recommended that superintendents coordinate programs which allow teachers and board members to work directly on matters of mutual concern.

It is recommended that relationship and expectation policies be cooperatively developed and followed at all staff levels.

It is recommended that superintendents and board members recognize that divergent expectations for the teacher role affect their interpersonal relationships and consider convergence of expectations for the teacher role as essential to high staff morale and effective personnel relations.⁶

The first step was to determine how teachers perceived their school board. Once the relationship between how teachers perceived their school board and the state of their morale has been established, it was important to consider the consequences of a high or low morale among teachers. Willard J. Morgan suggested the following consequences of different morale levels of teachers:

The type of human relations existing in a school system has played a significant role in determining the characteristics of the educational program. Favorable teacher attitude has always been a prime requisite for a good school.

⁵Arthur Blumberg and Wilford A. Weber, "Teacher Morale as a Function of Perceived Supervisor Behavioral Style," Journal of Educational Research, LXII (November, 1968), p. 112.

⁶John W. Duncan, Jr., "Governing Board-Superintendent Expectation and Perception of the Teacher Role," Dissertation Abstracts International, XXXII (August, 1971), pp. 692A-3A

Good morale among the teachers has enhanced the quality of education for boys and girls; whereas poor teacher attitude has decreased the quality of the educational program. Personal experience has shown that dissatisfied employees spend as much effort fighting the administration as they devote to their daily assignments.

Although schools have been slow in recognizing the significance of morale in the overall education program, poor morale has been a major challenge for many school administrators.⁷

The Problem

Statement of the Problem

Are the ways in which teachers, administrators, and school board members in selected school districts perceive selected issues congruent or divergent? Have there been any changes between 1973 and 1982 in the way in which teachers, administrators, and school board members within a selected school district perceive selected issues?

Significance of the Problem

The important power held by school boards was observed by Daniel R. Davies and Fred W. Hosler when they wrote:

The totalitarian nations have shown us how entire generations of people can be given new sets of values by controlling educational goals and processes. Although we find little to admire in their goals and processes, we are compelled to admire the effectiveness with which they used the power of education to further their purposes. Whether or not this power will be used effectively in our country to further our democratic ends depends in large part upon the decisions our boards of education make.⁸

⁷Willard J. Morgan, "Improving Teacher Morale," School and Community, LII (November, 1965), p. 28.

⁸ Daniel R. Davies and Fred W. Hosler, The Challenge of School Board Membership, (New York: Chartwell House, Inc., 1949), p. 2.

Schools boards have traditionally been given power to determine the policies for the operation and management of the school system. Powers are delegated to the local school boards by the legislature, through the state school board, provided their policies are consistent with state and federal constitutions. School boards do, however, have considerable discretionary power.

Studies by Paul D. Blanchard⁹ and Leonard E. Burkett¹⁰ focused on various ways in which power was exercised within this discretionary framework. Burkett's study of Kentucky school boards was concerned with the behavior of Kentucky school board members and the way in which: (1) the size of the districts (based on enrollment), (2) the type of district (county or independent), (3) the holding power of districts, (4) the financial effort of the districts and (5) the educational level of the adult population of the districts affected the behavior of Kentucky school board members.¹¹

Blanchard's study of Kentucky school boards also provided a view of political decision-making. His study also considered how school board members perceived various educational issues and the extent to

⁹ Paul D. Blanchard, "Conflict and Cohesion in Small Groups: A Comparative Study of Kentucky School Boards." (Doctoral dissertation, University of Kentucky, 1973), pp. 25-27.

¹⁰ Leonard E. Burkett, "An Analysis of the Conditions and Practices of Kentucky Boards of Education in Relation to Certain School District Factors." (Doctoral dissertation, University of Kentucky, 1967.)

¹¹ Burkett, p. 1.

which they shared their decision making with the superintendent.¹²

The ideal stated by Burkett was that:

All the members of each board enjoy harmonious relationships with each other, that each one should have the best interest of the total educational system at heart and each action and practice should be considered in light of effective educational aims.¹³

One of the variables that lessens the likelihood that school board members would achieve this ideal was the extent to which their self-interest was a major motivating factor in their running for or serving as a school board member. The likelihood that they capitulate to external pressures without being primarily concerned about what was in the best interest of the total educational system can often be directly related to the extent to which their statements and decisions are motivated by self-interest. How the internal and external school audience perceives the self-interest of the school board member would in part affect how a board member generally perceives his or her attitudes and actions.

Self-interest rather than concern with the best interest of the total educational system or the promotion of effective educational aims was identified in several studies as the primary motivating factor in a large proportion of school board members seeking school board positions in several states.

The Neal Gross study in Massachusetts found that 54 percent of

¹² Blanchard, pp. 4-5.

¹³ Leonard E. Burkett, "An Analysis of the Conditions and Practices of Kentucky Boards of Education in Relation to Certain School District Factors." (Doctoral dissertation, University of Kentucky, 1967), p. 5.

the school board members were serving primarily for self-interest purposes,¹⁴ while 61 percent in the Charles M. Beers study were described by him as "self-oriented."¹⁵

The extent to which certificated personnel working within the school district perceived the school board as fulfilling or not fulfilling the ideal as laid out by Burkett directly relates to the spirit with which certificated personnel implemented school board policy within their classrooms and their schools.

Where educators and members of the community perceived the board as not meeting the Burkett ideal, one may find skeptics perceiving the school board much in the same way that Mark Twain viewed school boards. Nugent reported that Twain wrote: "In the first place God made idiots. This was for practice. Then He made school boards."¹⁶

School districts involved in this study were not identified in this dissertation report. Findings will, however, be made available to the participating schools and should shed new light on the way in which school boards perceive selected issues and policy-making procedures in contrast with the way in which the teachers and administrators perceived school board members attitudes and functions.

¹⁴ Neal Gross, Who Runs Our Schools? (New York: John Wiley and Sons, Inc., 1958), ch. 7.

¹⁵ Charles M. Beers, Jr., "An Analysis of the Community-Oriented and Self-Oriented Board Member". (Doctoral dissertation, University of Pittsburgh, 1965.)

¹⁶ Donald G. Nugent, "Are Local Control Boards and Lay Boards Obsolete?" Educational Leadership, XXII (November, 1964), 85.

This information should be of value to school board members in their internal as well as external communications. The study should also be of value as a technique for professional educators in assessing attitudes toward the school board.

Assumptions

One of the assumptions of this study was that participants would respond to the questions accurately based upon true opinions and not based upon contrived answers intended to mislead readers of their responses. Another assumption was that the memory of the participants in this study would be accurate and informed, permitting them to respond to the questions accordingly and not based upon contrived answers which would unintentionally mislead readers of their responses. Regarding the above dangers, Deobold Van Dalen wrote:

Closed-form questionnaires . . . often fail to reveal the respondent's motives (why he answers as he does), do not always yield information of sufficient scope or depth, and may not discriminate between fine shades of meaning. Fixed alternative responses may make respondents take a stand upon issues about which they have no crystallized opinion or may force them to give answers that do not accurately express their ideas. That encourages the respondent to reply in accordance with the researcher's wishes.¹⁷

Hypotheses

Fifteen null hypotheses were tested in this study. The null hypotheses assumed that no statistically significant difference

¹⁷Deobold B. Van Dalen, Understanding Educational Research (New York: McGraw Hill Book Company, 1966), p. 203.

between the variables existed. These null hypotheses differentiated between the responses of various groups and sub-groups regarding 35 non-demographic items included in the questionnaire. The following items are summary statements included in the questionnaire distributed to selected school districts. The entire statements in the questionnaire have been presented in Appendix B. These shortened statements were used for purposes of reporting statistically significant differences in this report.

7. Federal government control over local education.
8. Kentucky government control over local education.
9. Effect of desegregation of schools in Kentucky & U.S.
10. Teachers' voice in determining school policy.
11. Single most serious problem facing the district.
12. One concern the school board spends most time on.
13. One concern the school board should spend most time.
14. Citizen interest in what the school board is doing.
15. Teacher interest in the actions of the school board.
16. Board rating of teacher interest in board actions.
17. Group interest in the actions of the school board.
18. Organization most interested in school board activity.
19. Election competition for the board in this district.
20. Tight contests in school board elections.
21. Campaigns involve the Supt. or his program as issues.
22. Board policies have created public conflict.
23. Board is unanimous in its decisions.
24. Same division on the board when there is disagreement.

25. Board reaches decisions at closed meetings.
26. Board decisions are reached by a formal process.
27. Board has standing committees made up of entire board.
28. Extent to which the board handles personnel & hiring.
29. Extent to which the board handles the school budget.
30. Extent to which the board handles public relations.
31. Extent to which the board handles new buildings.
32. Extent to which the board handles teacher grievances.
33. Extent to which the board handles salaries.
34. Extent to which the board handles instruction.
35. Board members should use their own judgment.
36. Board as a whole views Federal government control.
37. Board as a whole views Kentucky government control.
38. Board as a whole views effect of desegregation.
39. Board as a whole views greater voice for teachers.
40. Board membership aids in members' careers.
41. Service on the board has been enjoyable.

It was hypothesized that there would be no statistically significant differences in the way in which 35 selected issues and procedures were perceived by:

1. 1973 county board members and 1982 county board members.
2. 1973 county teachers and 1982 county teachers.
3. 1982 county board members and 1982 city board members.
4. 1982 county teachers and 1982 city teachers.
5. 1973 county board members and 1973 county teachers.
6. 1982 county board members and 1982 county teachers.

7. 1982 city board members and 1982 city teachers.
8. Men teachers in the county school district in 1982 and women teachers in the county school district in 1982.
9. Men teachers in the city school district in 1982 and women teachers in the city school district in 1982.
10. Teachers of different ages (20-29, 30-39, 40-49, 50-59, 60-69) in the county school district in 1982.
11. Teachers of different ages (20-29, 30-39, 40-49, 50-59, 60-69) in the city school district in 1982.
12. Teachers, who have completed less than a Bachelor's degree, who have completed a Bachelor's degree, who have completed additional graduate work beyond the Bachelor's degree, who have completed the Master's degree or Rank II, who have completed additional graduate work beyond the Master's degree or Rank II, who have completed Rank I, or who have completed additional graduate work beyond Rank I in the county school district in 1982.
13. Teachers, who have completed less than a Bachelor's degree, who have completed a Bachelor's degree, who have completed additional graduate work beyond the Bachelor's degree, who have completed the Master's degree or Rank II, who have completed additional graduate work beyond the Master's degree or Rank II, who have completed Rank I, or who have completed additional graduate work beyond Rank I in the city school district in 1982.
14. Teachers, who have taught 1 year or less within the school districts, who have taught 2 - 3 years within the school districts, who have taught 4 - 5 years within the school districts, who have

taught 6 - 7 years within the school districts, who have taught 8 - 13 years within the school districts, who have taught 14 - 21 years within the school districts, or who have taught 22 or more years within the county school district in 1982.

15. Teachers, who have taught 1 year or less within the school districts, who have taught 2 - 3 years within the school districts, who have taught 4 - 5 years within the school districts, who have taught 6 - 7 years within the school districts, who have taught 8 - 13 years within the school districts, who have taught 14 - 21 years within the school districts, or who have taught 22 or more years within the city school district in 1982.

Limitations

The literature chapter of this paper was limited to material that was available in the East Tennessee State University library, Eastern Kentucky University library, the University of Kentucky library, and through interlibrary loan or purchase through Xerox University Microfilm Reprints. This study was further limited by the unwillingness of teachers, administrators, and board members to complete the questionnaire and to return it as requested.

The use of any questionnaire was a limitation. Respondents were limited in their response by the arbitrary choices presented by the researcher. Responses may not have been entirely candid or complete. While a questionnaire may elicit how a respondent perceives

a person or policy, a personal interview would have permitted the respondent to elaborate on why he or she perceives a person or policy in a particular way.

Another possible limitation was that some respondents tailored their responses in accordance with their perception of the researcher's wishes, their employer's wishes, or their constituents' wishes rather than honestly reflecting their true opinions. Considerable thought has gone into devising a method of distributing and collecting questionnaires to allay any respondents' fears that employers or constituents might gain access to their individual responses.

The board members, administrators, and teachers were given assurance that individuals, schools, and the school districts would not be identified in the final report. This fact limits the usefulness of this study because readers are not be able to relate these perceived administrator-teacher-school board member relationships to large vs. small school district, rich vs. poor school district, or urban vs. rural school district. It may be noted, however, that an addendum to this report will be filed with Charles Burkett, Department of Supervision and Administration, East Tennessee State University, identifying the school districts that were studied. The schools will likewise be identified. He will make this information available only to scholars on a need-to-know basis.

Interpretation of the data may have been limited due to the dispersion of responses. Where over twenty percent of the cells in

the chi-square tables count less than five, the table was sufficiently sparse that the chi-square may not be a valid test.

An additional limitation was that while Blanchard's study was statewide, this study covers but two school districts. While Blanchard may generalize for the whole state, this study was limited to generalizing for the school districts studied.

One more limitation was the effect of the change in personnel which has occurred over the years in the selected school district which had been studied in 1973. This acted as an independent variable.

Definitions of Terms

Terms which were used only in isolated instances were defined in the body of the text. The following list of selected terms includes words or phrases which were interspersed throughout the report.

Teacher

All certificated personnel in schools either as classroom teachers, librarians, or administrators were included under the general term 'teachers.'

Rank I and Rank II

The Kentucky Department of Education has defined Rank I and Rank II levels of certification for pay purposes. Rank I certification requires 30 hours of graduate work beyond the M.A. degree and Rank II requires 30 hours of graduate work beyond the B.A. degree.

Procedures and Treatment of the Data

The procedures used in the study were as follows:

1. Literature relating to the ways in which school boards perceive and were perceived was surveyed.

2. Literature relating to the ways in which teachers and administrators perceive was surveyed.

3. Permission to survey the teachers, administrators, and school board members in the selected school districts was sought from the school superintendents.

4. An instrument, appropriate for comparison with an earlier study conducted at the same school district, was utilized.

5. The investigator met with school board members to request their cooperation and to answer any questions they might have about the purposes and/or methods of the study.

6. The investigator met with principals to request their cooperation and to answer any questions they might have about the purposes and/or methods of the study. The principals, as requested by the school superintendents, then distributed to the school faculty and collected the sealed questionnaires from the school faculty. The investigator then collected the sealed questionnaires from the school principals.

7. The data was then treated and analyzed as described later in this report.

The questionnaire used in this study was developed by Paul Blanchard for use in his dissertation study. The questionnaire met the scholarly requirements set by the Department of Political Science and the Graduate School at the University of Kentucky. Blanchard's committee and his doctoral committee co-directors were; Michael Baer, Assistant Professor of Political Science at the University of Kentucky, and Malcolm E. Jewell, Professor of Political Science at the University of Kentucky.

Blanchard indicated that many of the questions used in the questionnaire were garnered from a study (then in manuscript form) by L. Harmon Zeigler of the University of Oregon and M. Kent Jennings of the University of Michigan later published under the title Governing American Schools: Political Interaction in Local School Districts.¹⁸

One such question from the Zeigler-Jennings study was:

When the school board disagrees on issues would you say there is more or less the same division on the board? I mean, do some members seem to stick together from one issue to the next?¹⁹

Question No. 24 of the Blanchard study was:

When the board disagrees on issues would you say there is more or less the same division on the board? That is, do the same members seem to stick together from one issue to the next?

_____ Yes _____ No _____ Don't know

Another such question from the Zeigler-Jennings study was:

The board member "should do what the public wants him to do even if it isn't his own personal preference."

The board member "should use his own judgement regardless of what others want him to do."²⁰

Question No. 29 of the Blanchard study was:

Which of the two points of view about how a school board member should act is representative of most of the members of the _____ School Board?

- _____ They do what the public wants them to do, even if it isn't their personal preference.
- _____ They use their own judgment, regardless of what others want them to do.
- _____ Don't know.

Questions which were not gleaned from the Zeigler-Jennings study were pre-tested in school administration classes at Eastern Kentucky University. Blanchard said, "The pre-tests showed the questions were clear and appropriate. Substantive question changes were unnecessary."²¹

Zeigler and Jennings in their "Appendix A - Study Design and Execution" indicated that:

Planning for this study began in 1967 as an outgrowth of previous work and interest at the Institute for Social Research of the University of Michigan and at the Center for the Advanced Study of Educational Administration of the University of Oregon. Depending on the stage of the study, one or the other of these research centers was bearing the leadership role through Jennings in Michigan and Zeigler in Oregon. More specifically, the inception of the study, its funding (via the U.S. Office of Education), and the preliminary instrumentation came from the Oregon center; the full development of the instrumentation, the pretests, final field work, coding, and preparation of data were carried out at Michigan, primarily through the Survey Research Center (SRC); and the bulk of the analysis has been performed at Oregon.²²

¹⁸L. Harmon Zeigler and M. Kent Jennings, Governing American Schools: Political Interaction in Local School Districts (North Scituate, Mass.: Duxbury Press, 1974), p. 256.

¹⁹Zeigler and Jennings, p. 197.

²⁰Zeigler and Jennings, p. 263.

²¹Statement by Paul D. Blanchard, political scientist, in a personal interview on June 14, 1981.

²²L. Harmon Zeigler and M. Kent Jennings, Governing American Schools: Political Interaction in Local School Districts (North Scituate, Mass.: Duxbury Press, 1974), p. 256.

A questionnaire, identical to that which was used in the Blanchard dissertation study, was used by the writer in a specialist thesis study at Eastern Kentucky University. The questionnaire met the scholarly requirements set by the Department of Education and the Graduate School at Eastern Kentucky University. Kleine's committee included: Henry G. Martin, Chairman, Department of Educational Administration at Eastern Kentucky University, Charles L. Ross, Professor of Educational Administration at Eastern Kentucky University, and Murrell P. Stewart, Associate Professor of Educational Administration at Eastern Kentucky University.²³

Most of the questions in the questionnaire were closed-form concrete questions with a limited choice of possible answers. The remainder of the responses, all of a demographic character, were capable of being tabulated and then converted to categories of the type which might have been elicited by a closed-form question.

Regarding the relative worth of closed-form questions, Van Dalen wrote:

Closed-form questionnaires are easy to administer and fill out, help keep the respondent's mind riveted to the subject, and facilitate the process of tabulation and analysis. But they often fail to reveal the respondent's motives (why he answers as he does), do not always yield information of sufficient scope or depth, and may not discriminate between fine shades of meaning. Fixed alternative responses may make respondents take a stand upon issues about which they have no crystallized opinion or may force them to give answers that do not accurately express their ideas. That encourages the respondent to reply in accordance with the researcher's wishes. If proper precautions are taken in constructing the questionnaire, these weaknesses can be somewhat overcome. . . . When the investigator cannot provide a full range of choices in a checklist, he may resolve the difficulty by adding the statement "None of the above descriptions apply, or by leaving

a blank in which the respondent may clarify, amplify, or qualify his answer.²⁴

"Other" responses were provided for all closed-form questions on the questionnaire to compensate for any lack of range in the possible responses.

Permission was sought from the target school districts to distribute the questionnaires to members of the school boards and to teachers at their schools. Each teacher was given a questionnaire by their school principal and was asked to complete the questionnaire and seal it, unsigned, in an envelope provided. The researcher then picked up the sealed questionnaires from each school principal. If for some reason the teacher had not completed the questionnaire, a stamped self-addressed envelope was provided to each teacher so they could return the questionnaire at their earliest convenience. Stamped self-addressed envelopes were also provided along with the questionnaires to all school board members.

The data were punched into IBM computer cards. The tabulation process was conducted by the computers at Eastern Kentucky University.

Upon completion of the tabulating process, responses for the following teachers and school board members on questions seven through thirty-five of the questionnaire were subjected by the computer to the

²³Glen A.W. Kleine, "Congruence and Divergence of Teacher-Board Attitudes" (Specialist thesis, Eastern Kentucky University, 1973).

²⁴Deobold B. Van Dalen, Understanding Educational Research (New York: McGraw Hill Book Company, 1966), pp. 302-303.

"chi-square" (χ^2) test to determine whether there were significant differences in the way in which teachers and board members perceived various practices and policies. The following comparisons were made: 1982 teacher responses were compared with 1982 board member responses; 1982 teacher responses were compared with 1973 teacher responses; 1982 teacher responses in the county schools were compared with 1982 teacher responses in city schools; 1982 board member responses in county schools were compared with 1982 board member responses in city schools.

Organization of the Study

The study was divided into seven chapters.

Chapter 1 was comprised of the introduction, the statement of the problem, importance of the problem, assumptions, hypotheses, limitations, definition of terms, strategy of research, procedures, treatment of the data, and organization of the study.

Chapter 2 contained the related literature.

Chapter 3 presented questionnaire response data.

Chapter 4 presented a longitudinal comparison of 1973 county teachers' responses with the responses of 1982 county teachers. It also compared 1973 county board members' responses with the responses of 1982 county board members.

Chapter 5 presented a horizontal comparison of 1982 county teachers' responses with the responses of 1982 city teachers. It also compared 1982 county board members' responses with the responses of 1982 city board members.

Chapter 6 presented a comparison of 1982 county teachers' responses with the responses of 1982 county board members. It also compared 1982 city teachers' responses with the responses of 1982 city board members.

Chapter 7 included the summary, conclusions, discussion, implications, and recommendations.

Chapter 2

REVIEW OF RELATED LITERATURE

It has been suggested that "the study of teacher and student-teacher attitudes has a respectable ancestry, especially in the United States."¹ Not surprisingly, then, there was a rationale for this type of descriptive study, and there was a considerable body of literature which attempts to measure and describe teacher attitudes.

Nature of Research

This study was one form of descriptive research. The objective of descriptive research has been described by Deobold B. Van Dalen as: "determining the nature of prevailing conditions, practices, and attitudes -- seeking accurate descriptions of activities, objects, processes, and persons."²

The research strategy employed in this study was documentary analysis, also referred to as "content," "activity," or "informational analysis;" it was closely akin to historical research. According to Van Dalen,

Both methods of investigation require that workers examine existing records, but historical research is primarily concerned with the more distant past and descriptive research with the present.³

¹T. E. Crompton, "Teachers' Attitudes to Educational Controversies," Educational Research, XIII (June, 1971), 204-9.

²Deobold B. Van Dalen, Understanding Educational Research (New York: McGraw Hill Book Company, 1966), p. 203.

³Van Dalen, p. 212.

Van Dalen observed that,

Documentary analysis may help educators (1) describe specific conditions and practices that exist in schools and society, (2) spot trends, (3) detect weaknesses, . . . and (4) discover differences in the practices that prevail in various areas, states, or counties.⁴

Van Dalen suggested a typical methodology for descriptive researchers that includes: 1) examination of the problematic situation; 2) definition of the problem and statement of hypotheses; 3) listing of assumptions upon which hypotheses and procedures are based; 4) selection of appropriate subjects and source materials; 5) selection or construction of techniques for collecting data; 6) establishment of categories for classifying data that are appropriate for the purpose of the study, and are capable of bringing out significant likenesses, differences or relationships; 7) validation of the data-gathering technique; 8) making discriminating objective observations, and 9) description, analysis, and interpretation of findings in clear, precise terms.⁵

Van Dalen also noted that several types of descriptive studies lend themselves to quantitative studies (e.g., various developmental studies, school finance studies, etc.). A documentary study of how teachers, administrators, and school board members perceive various issues, however, best lends itself to qualitative study.⁶

Because of the close kinship of these research strategies,

⁴Van Dalen, p. 213.

⁵Van Dalen, p. 204.

⁶Van Dalen, p. 211.

especially since they were separated by the element of time, Fred Kerlinger's observations regarding historical research seem particularly pertinent.

Kerlinger wrote, "It is necessary to know and understand educational accomplishments and developments of the past in order to gain a perspective of present and possible future directions."⁷

Kerlinger also made important distinctions between primary and secondary sources. He wrote:

One of the basic rules of research in history is: Always use primary sources. A primary source is the original repository of an historical datum, like an original record kept of an important occasion. . . . To use secondary sources when primary sources are available is a major historiographical error. And with good reason. Materials and data, especially those about human beings and their activities, become changed and often distorted in transmission.⁸

Kerlinger further cited two canons of historiography which are essential. He urged subjecting data to both external and internal criticism; external criticism focuses on genuineness or validity, and internal criticism was concerned with the content of the document and its meaning.⁹

The importance of historiography to the social sciences and, by implication, to education was suggested in the following excerpt from a committee report of historians on historiography. They wrote:

Historiography has a necessary relevance to all the social sciences, to the humanities, and to the formulation of public and

⁷Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart, and Winston, Inc., 1964), p. 697.

⁸Kerlinger, pp. 698-699.

⁹Kerlinger, p. 699.

private policies, because (1) all the data used in the social sciences, in the humanities, and in the formulation of public and private policies are drawn from records of, experience in, or writing about the past; because (2) all policies respecting human affairs, public or private, and all generalizations of a nonstatistical character in the social sciences and in the humanities involve interpretation of or assumptions about the past; and because (3) all workers in the social sciences and in the humanities are personalities of given times, places, and experience whose thinking is consequently in some measure conditioned and determined by the historical circumstances of their lives and experiences.¹⁰

Historians correctly identified many variables which clearly can and do affect historical data and those who interpret this data. Since this was a longitudinal study incorporating primary data gathered in 1973 and replicated in 1982, the same standards of internal and external criticism may be applied to both studies.

Sources Checked For Pertinent Methodology and Findings

Initially, a search of the Current Index to Journals in Education by the School Research Information Service (SRIS) of Phi Delta Kappa failed to produce any work of substance which would be helpful in this study. Terms searched by SRIS were 'teacher,' 'attitudes,' 'perception,' 'beliefs,' 'boards of education,' 'board of education policy,' 'board of education role,' and various combinations of these terms.

Subsequent searches included a search of the ERIC source compiled by the U.S. Office of Education and a search of the John Grant Crabbe

¹⁰Social Science Research Council, Theory and Practice in Historical Study: A report of the Committee on Historiography (New York: Social Science Research Council, 1946), pp. 1324-25.

Library at Eastern Kentucky University, which houses over 680,000 volumes, including books, periodicals, documents, and other resources.

An offline computer search was conducted by the Bibliographic Retrieval Services, Inc., of Scotia, New York. The bibliographic search identified 32 dissertations which met the descriptor criteria. Descriptions used in the search were: 'board member' or 'school board member,' 'teacher,' and 'attitude' or 'perception' or 'perceive.' Most of these were made available through interlibrary loan. In those instances in which schools would not honor interlibrary loan requests, dissertation abstracts were consulted to identify major research findings.

Observations About Useful Methodology

Unpublished dissertations provided literature which was quite valuable to this study.

The least valuable of the dissertations dealt with attitudes of the same or similar subject groups. They had little or no relationship to the topics and issues which were focused upon in this study, however. All of these dissertations dealt with the attitudes of teachers, board members, administrators, and, in some instances, other populations (parents, clergy, legislators, etc.) on a variety of topics such as the role of death education in the schools;¹¹ music

¹¹Beverly Ann F. Croskery, "A Study to Determine the Attitudes of Clergy, School Board Members and Elementary Teachers Toward Death Education in the Schools." (Doctoral dissertation, The University of Toledo, 1978).

education in the schools;¹² the ESEA Title-II programs;¹³ career education in the schools;¹⁴ and the education of pregnant students.¹⁵ Although the findings of these researchers were not of particular value to this study, the dissertation reports were quite helpful in providing guidance in the development and evaluation of techniques of attitudinal measurement and providing examples of ways in which to report these findings.

Observations About Useful Findings

It was apparent from a review of the related literature that some of the topics dealt with in this study were not the subject of the attention of other researchers. Other topics, however, had been researched at length. One of the most thoroughly researched areas related to attitudes of teachers, administrators, and board members on topics relating to collective bargaining. These studies had a direct bearing upon this study, particularly as they related to the role of

¹²Lewis Liddell, "A Comparison of Attitudes Toward Music Education Among School Board Presidents, Superintendents, Principals, and Music Teachers in Mississippi Public Schools." (Doctoral dissertation, Mississippi State University, 1977).

¹³John Alvin Hutchinson, "Survey of Attitudes and Perceptions of School Board Presidents, Administrators, and Teachers Concerning ESEA Title-III Programs." (Doctoral dissertation, Ball State University, 1975).

¹⁴John David Phillips, Jr., "An Investigation of the Attitudes of Legislators, School Board Presidents, Principals, and Teachers Toward Career Education in Public School of Louisiana." (Doctoral dissertation, Northwestern State University of Louisiana, 1975).

¹⁵James Edwin Roland, "Knowledge and Attitudes of Administrators, Board Members, and Teachers Regarding the Education of Pregnant Students in Illinois." (Doctoral dissertation, University of Illinois, 1973).

various constituencies actually or potentially affecting the development of school policy.

Little research has, however, been conducted on the comparative attitudes of teachers, administrators, and board members relating to school district priorities and the extent to which school board members are free to initiate independent school board action or are subject to pressures by individuals, groups, or the government (e.g., pressures from the superintendent, from teachers, from parents, from community groups, from the state government, and from the federal government).

Research was not found which sought to compare the attitudes of teachers, administrators, and board members on the consequences of such pressures by individuals, groups, or the government (e.g., the consequences of pressure by groups and the government to desegregate the schools).

Findings Regarding Attempts to Affect School Policy

Researchers have been helpful in providing a view of the personal characteristics of school board members, how these characteristics affect their performance as board members, and what attitudes board members hold about a variety of educational issues and procedures. These studies help to clarify the perspective of the board member as he views issues, procedures, and the results of pressure on the board's decision-making process.

As early as 1927 George S. Counts in this study entitled The Social Composition of Boards of Education showed that school board

members come mainly from the upper or upper-middle social classes.¹⁶ W.W. Charters showed that businessmen and professionals had a disproportionately high representation on school boards.¹⁷ This finding was supported in a 1971 New Jersey state-wide study by Mark W. Hurwitz when he found that board members supported federal aid in principal, but feared that it could decrease local control. They also held the view that federal aid was determined by political expediency rather than by the real needs of the schools.¹⁸

James G. Kramer found, in a 1967 Central Wisconsin study, that the accuracy of board members' perceptions of other board members' value orientations were directly related to group interaction patterns.¹⁹ Ramond O. Larson further observed in another 1967 Wisconsin study that neither a board member's value orientation nor his open or closed mindedness was related to how satisfied he was in his school board role.²⁰ However, where his value orientation or his open or closed

¹⁶George S. Counts, The Social Composition of Boards of Education. (Chicago: University of Chicago Press, 1927).

¹⁷W. W. Charters, Jr., "Social Class Analysis and the Control of Public Education," Harvard Educational Review, XXIII (Fall, 1953), 268-70.

¹⁸Mark W. Hurwitz, "The Personal Characteristics and Attitudes of New Jersey School Board Members," Dissertation Abstracts International, XXXII (October, 1971), 1786A-87A.

¹⁹James G. Kramer, "Perceptions of Value Orientations and Interactions Between Administrators and School Boards," Dissertation Abstracts International, XXVIII (September, 1967), 906A.

²⁰Ramond O. Larson, "School Board Members' Values, Belief Systems, and Satisfaction with the School Board Role," Dissertation Abstracts International, XXVIII (September, 1967), 906-07A.

mindedness was congruent with other board members, he was more likely to express significantly more satisfaction with his school board role than those who held divergent beliefs. Satisfaction was not related to age, education, income, or tenure. L. M. Sullivan's 1969 Oklahoma study concludes:

There were significantly fewer liberal school board members than there were conservative school board members.

There were significantly more conservative school board members than there were liberal school board members.

No significant difference was noted between the programs that were adopted into school systems having liberal school boards and those under the governance of conservative school boards ...

The difference between the number of innovative and non-innovative programs was not significant at the .05 level ...

The study parallels the findings of other studies into the attitudes of school board members. The conservative attitudes of school board members indicate that the respondents in this study approximate the respondents in other studies.²¹

Research Findings Relating to Attitudes About Priority of School District Problems

M. D. Fantini and M. Gittell writing in 1973 suggested that educational leaders who were part of the present power structure were not likely to be the leaders that work toward returning control to the community. Assuming this caveat, then the attitude of each group -- board members, administrators, and teachers -- could be predictable based on the amount of perceived power loss (or gain) which would occur for any given district problem where power plays a role.

Fantini and Guttell also suggested that groups who had power for

²¹L. M. Sullivan, "A Study of the Attitudes of School Board Members and Superintendents and Their Relationship to Innovation in Selected Oklahoma Schools," Dissertation Abstracts International, XXIX (September, 1969), 971A-72A.

a shorter time were less likely to respond favorably to relinquishing a part of it than groups that held power for a longer period of time.²²

One phase of this study was to determine the district problems which were seen as more crucial by school board members and then to contrast and compare these with administrators' and teachers' views. Larry Relna Stewart, completed a similar study in rural Nevada in 1969. He summarized these attitudinal differences of school board member, administrator, and teacher views in Table 1:

Bernard M. Lall's 1969 Saskatchewan study, while earlier, compared opinions of the same groups and included urban school districts as well. He observed:

Significant differences between various status groups existed on such questions as supervision of instruction, curriculum planning, school finance, school district organization and re-organization, professional negotiations, responsibility for materials of instruction, in-service training of teachers, personnel responsibilities, pupil transportation, public relations, school plant and school board relations. The degrees of significance varied from one status group to the other, and from one statement to the other. However, the most significant difference existed in the expectations of the superintendent's role by respondents from urban and rural districts.

As a whole, superintendents, principals, respondents from the urban districts, respondents with Master's degree, Master's degree plus, and doctorate are much more supportive of the superintendent's role than other status groups. All groups strongly favored that the superintendent should play the role of a professional adviser to the board and execute the decisions of

²²M. D. Fantini and M. Gittell, Decentralization: Achieving Reform. (New York: Praeger Publishers, 1973) p. 3.

Table 1

Summary of Percentage of Respondents to Stewart's Study Who Felt
Curriculum Offerings Were Adequate ²³

	A*	M**	T***	Total
Q1. CURRICULUM				
A. Is adequate for college bound	79	84	83	83
B. Is adequate for non-college bound	63	60	55	59
C. Courses should be deleted	8	11	20	13

	Stewart's raw response: ²⁴
* Responses of Administrators.	Administrators 24 - 96%
** Responses of Board Members.	Board Members 38 - 56%
*** Responses of Teachers.	Teachers 121 - 75%

²³Larry Relna Stewart, "Attitudes of Rural Nevada Administrators, School Board Members, and Teachers Concerning Selected Major Problems." (Doctoral dissertation, University of Nevada, 1979), p. 31

²⁴Stewart, p. 29

the respective school board.²⁵

John Manz's study in 1968 suggested that the higher the level of income of board members the less concern they had for issues confronting them, but members with higher income were seen by fellow board members as being more effective than those with lower income. Members with children were less satisfied with board actions than those who did not have children in school. Age, however, did not appear to be related to how board members perceive issues and their colleagues' performance.²⁶

Coy Hollis' 1971 study of school board members' perceptions of their responsibilities found differences between rural and urban school board members' views. Rural board members felt more exclusive responsibility for fiscal affairs than did their counterparts on urban boards.

"Long-time board members, however, claimed less responsibility for improving instructional materials than did board members having served for shorter periods of time."²⁷

One of the most valuable studies in this area elicited opinions from Kentucky school board members in 1972. Blanchard reported that

²⁵Bernard M. Lall, "Role Expectations of the School Superintendent as Perceived by Superintendents, Principals, Teachers, and Board Members," Dissertation Abstracts International, XXIX (April 1969), 3380A.

²⁶John Manz, "Personal Characteristics of School Board Members and Their Reactions to Issues Confronting the Board," Dissertation Abstracts International, XXVIII (May, 1968), 4420A.

²⁷Coy F. Hollis, "Board Members' and the Other School Personnel's Perceptions of the Role Responsibility in Initiating Solutions to Educational Problems," Dissertation Abstracts International, XXXII (October, 1971), 6712A.

60 per cent of Kentucky board members identified "lack of financial resources" as the most serious problem facing the district.²⁸ He also stated:

The next most serious problem seemed to be overcrowded conditions (12 per cent.)

When asked on which concern they spent the most time, board members gave fairly evenly distributed answers, with "school building and facilities" receiving the greatest number of responses (29 per cent). Next came school relations (20 per cent), problems of school administration (17 per cent), finance (14 per cent), and personnel (12 per cent).

Kentucky board members apparently spend little time on curriculum (2 per cent), which traditionally has been more within the realm of the professional school staff.²⁹

Scott Stephen Steckler in his 1978 study observed that union leaders and board of education presidents saw community involvement as far less a potent force than did superintendents. Steckler concludes, "This might indicate that superintendents see community input as just as valuable as the input from their boards."³⁰

Research Findings Regarding the Role of the Federal Government
in Helping to Formulate School Policy

Robert C. Jacobson's 1971 study of Iowa school board presidents showed that they supported the position of local self determination

²⁸Paul D. Blanchard, "The Kentucky School Board Member: Results of a Statewide Survey," The Kentucky School Boards Journal, XIV (May, 1972), 5.

²⁹Blanchard, p. 5.

³⁰Scott Stephen Steckler, "The Emerging Role of the Community in Collective Bargaining Negotiations: A Survey of Attitudes of Superintendents, Board of Education Presidents, and Teacher Organization Leaders Toward Tripartite Models." (Doctoral dissertation, George Peabody College for Teachers, 1978), p. 81.

and local control of school programs.³¹ This was an important premise affecting how they perceive both federal and state controls.

A 1971 attitudinal study of New Jersey school board members by Mark W. Hurwitz concluded that:

New Jersey board members:

1. Are supportive of the present level of federal aid to education but would prefer "general" rather than "categorical" aid.
2. Favor increased federal aid but fear it may decrease local control.
3. Are of the opinion that federal aid to education has been determined by political expediency rather than the real needs of education . . .
8. Are opposed to governmental aid to non-public schools.³²

One of the most valuable studies in this area, for purposes of this study, dealt with the attitudes held by selected superintendents and school board members in Kentucky concerning federal restrictions on public school federal programs. Morris K. Caudill's major findings in his 1969 study include:

Superintendents, as a group, were more aware of the restrictions placed on federal aid than were the board members, and they perceived them to be more difficult to satisfy than did the board members.

The effects of certain control variables on the conceptions of superintendents and board members regarding federal aid restrictions are as follows: 1) As districts become larger, receive more federal aid per pupil, and spend more per pupil, the superintendents and board members are more aware of federal aid restrictions. b) Board members from rural districts were more aware of the restrictions and viewed them as being more difficult to satisfy than was the case for their urban counterparts' no difference occurred between superintendents for this variable. c) No statistically significant differences

³¹Robert C. Jacobson, "An Assessment of Prevailing Attitudes of Public School Board Presidents of Selected Contemporary Educational Issues of Critical Importance in the State of Iowa," Dissertation Abstracts International, XXXII (November, 1971), 2348A.

³²Mark W. Hurwitz, "The Personal Characteristics and Attitudes of New Jersey School Board Members," Dissertation Abstracts International, XXXII (October, 1971), 1786A-87A.

occurred in data when county versus independent, urban versus rural school districts, educational levels and amount spent for instruction were used as control variables. d) Superintendents learned the restrictions on federal aid programs much more quickly than did the board members. e) Those persons from each group who disliked federal aid were more aware of the restrictions and conceived them to be more difficult to satisfy.³³

Blanchard reported in his Kentucky study, "About 48 per cent of the respondents said they felt the federal government exerted too much control over local education, while an almost identical number felt federal involvement was about what it should be. The few remaining felt it was too little."³⁴

Research Findings Regarding the Role of the State Government
in Helping to Formulate School Policy

Only the Blanchard Kentucky study dealt with the board members' attitudes about state control. He reported:

A slightly larger proportion (52 per cent) was satisfied with the present level of state involvement. Here slightly more than 40 per cent felt the state government exerted too much control, and the remaining 8 per cent felt state involvement was too low.³⁵

Research Findings Relating to Role of the Teacher
in Helping to Formulate School Policy

Perhaps the ultimate pressure felt by school board members in

³³Morris K. Caudill, "Superintendents' and School Board Members' Conceptions of Restrictions on Selected Federal Aid Programs for Public Schools in Kentucky," Dissertation Abstracts International, XXX (November, 1969), 1744A.

³⁴Paul D. Blanchard, "The Kentucky School Board Member: Results of a Statewide Survey," The Kentucky School Boards Journal, XIV (May, 1972), 5-6.

³⁵Blanchard, p. 6.

determining policy was when teachers present ultimatums during the negotiating process. Not surprisingly, a considerable amount of research has been completed in this area. Researchers primarily looked at how teachers, administrators, and board members view the negotiating process, looked at items these populations were more or less inclined to negotiate, and then looked at various subgroups by sex, age, type school district, etc., to determine whether attitudes vary based upon these demographic differences.

A 1969 survey of school superintendents published in Nation's Schools reported that most superintendents were ambivalent in their feelings toward the power held by their school boards and by teachers attempting to become more involved in the school's decision-making process." ³⁶

James A. Belasco and Joseph A. Alutto also conducted a 1969 study examining existing decision-making structures in public school systems as perceived by the teachers. They reported in the study that current decision-making structures were the source of most teacher dissatisfaction. Most of the teachers had little involvement in budgetary, facilities, and personnel matters. Real control resided with either the superintendent or the board of education. Teachers saw themselves as being cast in a nonparticipatory or advisory role while the source of control over most important issues was at least two organizational levels removed.³⁷

³⁶Russell J. Huff, "How Superintendents See Themselves," Nation's Schools, LXXXIV (November, 1969), 35-39.

³⁷James A. Belasco and Joseph A. Alutto, "Organizational Impacts on Teacher Negotiations," Industrial Relations, IX (1969), 67-79.

Belasco and Alutto also found:

Teachers desired a somewhat broader voice in the operation of their school system. Large numbers of teachers wished to participate in classroom related matters . . . and in such systemwide decisions as planning school budgets, determining faculty assignments and salaries, and planning new facilities. At least half of the teachers surveyed desired participation not only in instructional areas, but also in the traditionally administrative areas of policy making and the allocation of school system resources such as economic, physical, and human assets of the school system. ³⁸

An earlier study dealing with the role of teachers in the fomulation of policy was conducted in 1968 by Ronald B. Trenholm. Trenholm sought the views of school board chairmen and chairmen of elected teacher representative negotiations groups in Oregon, and he concluded:

1. The important role played by superintendents in district policy formation is welcomed by teachers. Teachers definitely want to influence all board policy determination. Board chairmen seem to be saying that they welcome such influence but that, in the sense of formal policy adoption, policy determination should result from unilateral board action rather than bilateral agreement.

2. Teachers reject unilateral policy determination by the board. It is not clear whether this rejection refers to policy formation or policy adoption. In the context of other reponses of teacher representatives, however, one must infer that teachers simply reject policy formation without teacher influence . . .

6. The findings suggest that board chairmen do not want teachers to become too skillful in influencing policy decisions. This raises a crucial questions. Do board chairmen really reject meaningful teacher influence while publicly proclaiming their desire for it? If they do, then perhaps beneath the surface a struggle for power exists which neither group is willing to recognize explicitly.³⁹

³⁸Belasco and Alutto, pp. 67-79.

³⁹Ronald B. Trenholm, "The Superintendent's Role in Teacher Negotiations as Perceived by School Board Chairmen and Representatives of Teacher Groups," Dissertation Abstracts International, XXIX (October, 1968), 1095A.

John P. Moreschi's 1970 study of Pennsylvania teachers, chief school administrators, and school board members found that "teachers, more than school boards, define the items to be negotiated in broad terms."⁴⁰ He went on to recommend: "Negotiations should be used by the board to achieve constructive improvement by counter demands for greater teacher efficiency and performance."⁴¹ This suggests that when teachers attempt to use negotiations to advance their positions on selected school policies, boards may well use this opportunity to open negotiations of previously accepted practices as new policy areas.

Nearly three-fourths (72 per cent) of Kentucky school board members responding to Blanchard's study believed that "teachers have an adequate voice." He reported that:

About 15 per cent thought they should have a greater voice. The remaining 13 per cent felt that teachers already had "too much voice." It should be noted that this question asked for a judgment about the situation in their own districts was different from the national picture. Most of those board members indicated that teachers in their own districts had "less voice" than teachers nationally.⁴²

Research Findings Relating to Role of the Superintendent in Helping to Formulate School Policy

One of the areas researched relating to this study was the

⁴⁰John P. Moreschi, "A Study of the Opinions of Pennsylvania Affiliated Teachers, Chief School Administrators, and School Board Members on Negotiations," Dissertation Abstracts International, XXX (January, 1970), 2771A.

⁴¹Moreschi, p. 2771A.

⁴²Paul D. Blanchard, "The Kentucky School Board Member: Results of a Statewide Survey," The Kentucky School Boards Journal, XIV (May, 1972), 4-6.

relationship between the superintendent and the school board and the superintendent's role in helping to formulate policy.

A thorough study of this relationship was made by Neal Gross in 1958 when he compared the role expectations that school board members and superintendents held for the positions occupied by each. He concluded, in part, that there were varying degrees of consensus between the two groups on the items measuring their expectations, with relatively less agreement on items directly relevant to the relationship between superintendents and school board members and greater agreement on items which were only indirectly relevant.⁴³

A fairly consistent conflict of role perception seemed to exist between board members and superintendents despite the fact that members of each of these groups appeared to be congruent on 87 per cent of the items in Alton E. Harris' 1970 Colorado study. Harris reported that:

Role conflict exists for the tasks and decisions pertaining to: developing the budget; developing budget priorities for operation and maintenance; special services such as a health, lunch and transportation; reviewing performance evaluations of the instructional staff for rehiring or dismissal; and recommending rehiring or dismissal of professional staff. Less crucial tasks and decisions for which conflict exists are, hearing suggestions and complaints from the community and acting on a community group's request to use school facilities.⁴⁴

In light of these findings it was not surprising to discover that as a result of study of 38 school district superintendents and their

⁴³Neal Gross, et al., Explorations in Role Analysis (New York: John Wiley and Sons, Inc., 1958).

⁴⁴Alton E. Harris, "School Board Expectations for the Superintendent's Role in Decision Making," Dissertation Abstracts International, XXXI (November, 1970), 2055A.

chairmen in a 1965 Oregon report, Robert E. Skippen, Jr., found:

1. Both superintendents and chairmen ranked the superintendents' influence on board policy in the following descending order: (1) curriculum, (2) personnel, (3) pupil services (4) school plant, (5) public relations and (6) finance .

4. Although superintendents were not rated as prime influentials in all important board policies reported by superintendents and chairmen, the superintendent was named as a co-influential in all areas reported as major policies determined within the past year.

5. In areas of policy dealing with the internal operation of the schools, or contained within the schools, superintendents consistently scored as high influentials on board policy.

6. In areas of policy dealing with the external operations, or not wholly contained within the schools, superintendents' influence on board policy was perceived least effective . . .

8. As the size of the district increased, so did the influence of the superintendent on board policy increase, according to both superintendents and chairmen. This difference was not statistically significant, but numerically all differences were consistent.⁴⁴

Another finding in Harris' Colorado study was that "older board members were more likely to expect superintendent dominance." He also observed that "more experienced board members expect superintendent dominance. Occupationally, professional and semi-professional board members were more inclined toward superintendent dominance."⁴⁵

Harris reported that "superintendents in larger districts can expect less board direction in discretionary matters than superintendents in smaller districts."⁴⁶ This was supportive of Skippen's finding above.

⁴⁴Robert E. Skippen, Jr., "A Comparison of the Superintendent's Influence on School Board Policy as Perceived by Superintendents of Schools and the School Board Chairmen," Dissertation Abstracts International, XXV (May, 1965), 6356A.

⁴⁵Alton E. Harris, "School Board Expectations for the Superintendent's Role in Decision Making," Dissertation Abstracts International, XXXI (November, 1970), 2055A.

⁴⁶Harris, p. 2055A.

Harris arrived at the conclusion that:

Younger superintendents have more congruent perceptions of board members expectations about staff relations while older superintendents' perceptions are more congruent with board members' expectations about finance and budgeting. On the other hand younger superintendents perceive more superintendent dominance than older superintendents for constructions of physical plant; therefore, the younger superintendents are in direct conflict with board member expectations in this task area.⁴⁷

Superintendents in general, and young superintendents in particular, were seemingly at odds with their school board members in the areas of the budget and finance, and appeared to have had the least effect on policy making in this area. Superintendents were, therefore, often in an ambivalent position regarding professional negotiations. Trenholm wrote:

The superintendent's main responsibility lies with his employer, the board of education, and teachers recognize this fact. Apparently, however, teachers see the superintendent as a sage advisor to both the board and the teachers as a mediator between the two groups.⁴⁸

Michael R. Talty concluded in his 1969 New York State study:

The superintendents tended to identify more with the board members than with the teacher negotiators.

The teacher negotiators tended to reject the superintendent as their advisor.

The concept of the superintendent as an independent third party was neither widely practiced nor widely accepted.

Within the participating school districts there were discernible indications that the superintendent would eventually become an agent of the school board in collective negotiations.⁴⁹

⁴⁷Harris, p. 2055A.

⁴⁸Ronald B. Trenholm, "The Superintendent's Role in Teacher Negotiations as Perceived by School Board Chairmen and Representatives of Teacher Groups," Dissertation Abstracts International, XXIX (October, 1968), 1095A.

⁴⁹Michael R. Talty, "Role Expectations for the Superintendent in Collective Negotiations Between School Boards and Nonunion Teachers Organizations in New York State," Dissertation Abstracts International, XXIX (March, 1969), 2945A.

Jack R. Herbertson's 1967 Colorado study, however, found:

The teacher representatives and board presidents preferred the superintendent as a consultant, sympathetic to both sides, attempting to minimize conflict between the teachers and school board. Many superintendents favored no preconceived role expectations for teacher negotiations in order to be in a position to respond to the facts in a novel manner . . .

The teacher representatives and board presidents seemed to prefer a setting in which the superintendent and teacher representative(s) meet with the school board, both superintendent and teacher representative(s) officially negotiating for the teachers. The superintendents preferred a situation in which they officially negotiated on behalf of the school board. The AFT representatives preferred the negotiation alternative which called for a by-passing of the superintendent in negotiations. It would appear that the average superintendent would prefer that teacher negotiations be taken care of as quietly as possible, the superintendent maintaining his position of authority without being by-passed.⁵⁰

Superintendents and board members disagreed on substantial negotiation points in Henry J. Borger's 1970 Iowa study. Points of difference included:

1. The negotiability of negotiation procedure items.
2. The negotiability of items pertaining to the rights of the teachers' organization.
3. Which instructional program items should be negotiable.
4. The negotiability of items pertaining to personnel policies and practices.
5. Which salary policy items should be negotiable.
6. The negotiability of fringe benefits items.
7. The role of the board of education regarding how directly they should negotiate with teacher.
8. The role of the superintendent in collective negotiations.⁵¹

⁵⁰Jack R. Herbertson, "Teacher Negotiations as Perceived by Representatives of Teacher Groups, Superintendents, and School Board Presidents," Dissertation Abstracts International, XXVII (February, 1967), 23020-21A.

⁵¹Henry J. Borger, Jr., "Collective Negotiations as Perceived by Iowa Board Members and Superintendents," Dissertation Abstracts International, XXXI (August, 1970), 575A.

Borger further showed that "board Members are more reluctant than superintendents to negotiate items of a financial nature," and "board members are more certain than superintendents of their role and the role of the superintendent in collective negotiations."⁵²

Robert A. McFarland, in an earlier (1968) Iowa study, concluded that:

Board member participation in those administrative functions which authorities in school administration assign to the superintendent was (1) relatively small, (2) significantly greater in small district than large districts, and (3) slightly greater on boards with standing committees than boards organized in a committee of the whole.⁵³

Research Findings Relating to Role of the Community
in Helping to Formulate School Policy

Larry Stewart in his 1979 study of rural Nevada administrators, school board members, and teachers concerning selected major problems found no significant differences among administrators, school board members and teachers. He studied their views on the addition of community advisory committees on curriculum, school plant, teacher rules and regulations, and adult education or on using members of the community to help sponsor or direct dances, overnight athletic trips, field trips, athletic contests, clubs, and overnight trips.⁵⁴

⁵²Borger, p. 575A.

⁵³Robert A. McFarland, "A Study of Board Member Participation in the School Administrative Function as Perceived by Board Presidents and Superintendents in Selected Iowa Schools," Dissertation Abstracts International, XXIX (December, 1968), 1721A.

⁵⁴Larry Relna Stewart, "Attitudes of Rural Nevada Administrators, School Board Members, and Teachers Concerning Selected Major Problems." (Doctoral dissertation, University of Nevada, 1979), p. 75

Stewart did, however, find significant differences between how teachers viewed an advisory committee on extra-curricular activities and how these activities were viewed by school board members and administrators.⁵⁵ He also found significant differences between how school board members viewed an advisory committee on student rules and regulations and how these activities were viewed by teachers and administrators.⁵⁶

Significant differences were also found by Stewart between the attitudes of administrators, school board members, and teachers on using members of the community to help chaperon dances and one-day, out-of-town trips.⁵⁷

Little research has been completed on the role of the community in applying pressures on the board and thereby helping to formulate policy. David L. Mather's 1968 study of a county school district in Georgia concluded:

The practices in the schools related to the demands of the majority of the population. This could very well be, however, a surface satisfaction as many differences appeared when subgroup analyses were made between patrons and educators. The apparent complementary opinions between the various income levels suggests that socio-economic differences are not the causes of segmentation in this country but rather that the segmentation is based only on race.⁵⁸

⁵⁵Stewart, p. 74

⁵⁶Stewart, p. 75

⁵⁷Stewart, p. 75

⁵⁸David L. Mather, "Perceptions of the Importance and Occurrence of and Satisfaction with Educational Practices in Selected Secondary Schools," Dissertation Abstracts International, XXXIII (February, 1973), 4016A.

"School Board Presidents in Iowa recognize the need for community involvement and support the idea of citizens committees should be used to advise the board," Robert Jacobson found in a 1971 Iowa study.⁵⁹

Nearly two-thirds of the Kentucky school board members responding to Blanchard's 1972 survey felt that citizen interest was either moderately high or very high (50 percent and 12 percent, respectively). Approximately 38 percent indicated that citizen interest was either moderately low or very low.⁶⁰ He reported:

Responses to another question revealed that nearly 80 percent of the responding board members felt that organized groups were either very interested or moderately interested in what the school board was doing (22 percent and 58 percent).

Parents' groups (47 percent) and teachers' organizations (16 percent) were the groups designated as being most interested in school board activity.⁶¹

Findings Regarding the Consequence of Attempts to Affect School Policy

Consequence of Federal and State Government Participation in the Formulation of School Policy

There were several valuable studies focusing on the relationship of educational decision-making by local school boards to the problems of desegregation and race. Robert L. Crain's 1967 study of the deseg-

⁵⁹Robert C. Jacobson, "An Assessment of Prevailing Attitudes of Public School Board Presidents of Selected Contemporary Educational Issues of Critical Importance in the State of Iowa," Dissertation Abstracts International, XXXII (November, 1971), 2348A.

⁶⁰Paul D. Blanchard, "The Kentucky School Board Member: Results of a Statewide Survey," The Kentucky School Boards Journal, XIV (May, 1972), 5.

⁶¹Blanchard, p. 5.

regation controversy in eight cities concluded that school boards played a significant role in bringing about desegregation when compared with superintendents.⁶² The key factor relating to whether the boards allowed desegregation was intra-board cohesion. Cohesive boards brought about desegregation more smoothly by preventing the issue from becoming a public controversy. Superintendents, however, were seen as barriers to the civil rights movement because of their tendency to adhere to professional norms.

A 1967 study of New York City by David Rogers concluded that the school board was weak and dominated by the school bureaucracy. He further concluded that the board response to controversial issues like segregation was cautious, ineffective, and vacillating. Polarization of civil rights groups in New York City was one consequence of this delay, wrote Rogers.⁶³

When Kentucky school board members were asked by Blanchard "to evaluate the speed of desegregation in this country, 61 percent felt it was about right, 28 percent felt that it was too fast and 11 percent said it was too slow."⁶⁴

Consequence of Group and Individual Participation in the
Formulation of School Policy

⁶²Robert L. Crain, The Politics of School Desegregation (Chicago: Aldine, 1967).

⁶³David Rogers, 110 Livingston Street: Politics and Bureaucracy in the New York City School System (New York: Random House, 1968).

⁶⁴Paul D. Blanchard, "The Kentucky School Board Member: Results of a Statewide Survey," The Kentucky School Boards Journal, XIV (May, 1972), 6.

It appeared that citizen and group interest and pressure resulted in a great deal of conflict with respect to board policies or decisions according to Blanchard. Blanchard reported:

Only 12 percent of the board members responding indicated that board policies and decisions had created a great deal of conflict among the people in the district. About 29 percent perceived a moderate amount of conflict but 59 percent saw little or no conflict in the district.

Other studies of school boards have revealed that school board elections tend to involve relatively little competition. The situation in Kentucky seems to be somewhat distinctive in this regard, in that competition seems to be relatively more substantial.

In assessing the closeness of the competition (that is, the prevalence of "tight races"), only about one-third of the respondents reported that elections were "seldom closely contested."

On the other hand, over 20 percent said that elections were usually closely contested, while the remaining 48 percent reported that elections were sometimes closely contested.

When asked to judge competition by the number of people who usually ran for the school board, fewer than 22 percent answered that there was usually no competition (a situation which is apparently the norm in some states), while 63 percent reported that there was usually some competition and 16 percent answered "a great deal of competition."

Responses to another questions, however, revealed that interest and competition in the district had little bearing on a board member's action when he came to make a decision. Given a choice between "two points of view," only 13 percent of the respondents felt that a board member "should do what the public wants him to do, even if it isn't his own personal preference."

The vast majority (87 percent) felt that a board member had a responsibility to "use his own judgment, regardless of what others want him to do."⁶⁵

It would not have been surprising to find that school board members in Kentucky had an unfavorable attitude toward service on the board because their positions appeared to be more politicized, hence more controversial, than in other states. Blanchard found, however:

Responses to questions about a school board member's attitude toward his office revealed an extremely favorable orientation.

About 31 percent of the respondents reported they found service on the board "enjoyable and rewarding," which another 67

⁶⁵Blanchard, p. 5.

percent rated service only slightly less favorably ("enjoyable but sometimes frustrating"). Less than 2 percent found service "not enjoyable."

This favorable orientation was also reflected in responses to the question about continuing service on the board when their present terms expire. About 68 percent indicated that they would like to continue to serve (21 percent for two or more terms, 47 percent for one more term), but 32 percent responded that they would probably not serve beyond their present terms.

When this latter group gave reasons for leaving, however, only a small proportion were negative. Most reasons involved leaving because their children were no longer in school, their goals as school board members had been accomplished, or they simply felt too old.⁶⁶

Findings Regarding Congruent/Divergent Views of Teachers and Board Members

According to the Getzels-Guba model reflected on the subordinate-superordinate relationship within a social system, the functioning of the administrative process was dependent upon the congruence in expectations between the subordinate and the superordinate. If a participative management system is to be developed, cognizance of the attitudes of teachers, administrators, and board members is crucial.⁶⁷

Several studies dealt with the congruence in expectations and how various sub-groups perceive procedures and issues involving the school district.

⁶⁶Blanchard, p. 5.

⁶⁷Jacob W. Getzels, "Administration as a Social Process," in Andrew W. Halpin, ed., Administrative Theory in Education (Chicago: Midwest Administration Center, 1958), p. 152.

Moses Daniel Otunga reported in 1980 that superintendents and board members tended to perceive their schools as being somewhat more participation-oriented than the teachers themselves.⁶⁸

Although there was not an altogether clear-out difference between board members' and teachers' attitudes about teacher participation, Otunga found that there were 13 significant differences out of 33 comparisons. Of the 13 significant differences, board members perceived a more favorable climate of teacher participation than did the teachers on 5 of the items, and a less favorable climate than did the teachers on 8 of the items.⁶⁹ It was further concluded by Otunga that there were no differences between principals' and superintendents' and board members' attitudes on these selected items.⁷⁰

Otunga went on to report that research questions pertaining to preferred teacher participation in decision making revealed that teachers and principals agreed on 93.9 percent of the items; teachers and superintendents agreed on 87.9 percent of the items; teachers and board members agreed on 60.6 percent of the items.⁷¹

⁶⁸Moses Daniel Otunga, "The Relationship Between Teachers' Attitudes toward Participation in Decisions on School Issues and the Perceptions of Principals, Superintendents, and Board Members Concerning these Attitudes" (Doctoral dissertation, Northern Illinois University, 1980), p. 105.

⁶⁹Otunga, p. 100.

⁷⁰Otunga, pp. 101-103.

⁷¹Otunga, p. 105.

Raymond J. Mosley in his 1967 study of Missouri teachers, superintendents, and board members found that while board members were quite accurate in the way in which they perceived the responses given by the superintendents (40 or 87 percent were congruent), neither the board members nor superintendents were as accurate in predicting teachers' responses as were teachers in predicting board members' and superintendents' responses. Teachers' predictions of board members' responses were accurate on 38 items (83 percent). Their predictions of superintendents' responses were accurate on 35 items (76 percent). Superintendents' predictions of teachers' responses were accurate on 33 items (72 percent). Board members' predictions of teachers' responses were accurate on 32 items (70 percent).⁷²

Although the Missouri study dealt with a different population than this study, teachers' predictions of school board members' responses in the Missouri study were 83 percent accurate. It also suggested that Missouri teachers did harbor some misconceptions about their school board members.

Findings Regarding the Demographic Differentiation Between Teachers

Relation of Sex of the Teacher

With How Teachers Perceived Various Issues and Procedures

Most studies suggested that the sex of respondents could be related to the sex of the respondent. One study, however, concluded

⁷²Raymond J. Mosley, "Agreement and Disagreement Among Missouri Teachers, Superintendents and Board Members," Dissertation Abstracts International, XXVIII (November, 1967), 1661A.

that there was no correlation between the sex of the respondents and the respondents' attitudes toward selected issues and procedures.

The study concluding that sex could not be correlated with attitudes was conducted by K. Newby in 1977. He observed that the sex of a school board member or administrator did not affect their views toward collective bargaining.⁷³

The vast majority of studies, however, concluded that the sex of the respondent and the respondent's attitudes did correlate with selected issues and procedures. Included in these studies were:

Donald Rooks's 1980 study in Georgia revealed that females had significantly higher CBD than did males. The review of the literature revealed no other studies in which females were found to be more pro-collective bargaining than males, as was the case in the Rooks study. Rooks noted that this finding may be accounted for in part by the fact that at the time of the study females were seeking and being accorded expanded economic, political, and social rights; thus, the attitudes revealed by this study may be a reflection of a more activist role generally by females. Another factor, Rooks suggested, may be that a majority of Georgia teachers were female while a majority of the boards-administrators were male; thus, there was some chance that the attitudes expressed by females were more a function of position than of sex. In any event, Rooks predicted, it was likely that the attitudes of females will have an impact upon future considerations of collective

⁷³K. Newby, Collective Bargaining - Practices and Attitudes of School Management - Research Report, (Washington: National School Boards Association, 1977), p. 2.

bargaining for teachers in Georgia.⁷⁴

P. W. Carlton and Richard T. Johnson in 1979 found that the collective bargaining views of Virginia teacher respondents were affected by their sex; that males were more favorable to collective bargaining than were females.⁷⁵

J. J. Mikrut's 1976 Missouri study found that male teachers favored negotiations more than did females. He wrote that the sex of the respondent was "significant in determining teacher attitude toward collective negotiations."⁷⁶

F. Dunn and C. T. Bailey found in their 1973 study that sex did affect teacher respondents' views toward collective bargaining.⁷⁷

A 1972 study of Minnesota, Wisconsin, and Illinois educators and members of the public by Lyle Edwin Ball concluded that sex had an effect on respondents' views toward collective bargaining.⁷⁸

⁷⁴Donald Oneal Rooks, "Attitudes of Teachers, Principals, Superintendents, Board Members, and Legislators Toward Collective Bargaining for Teachers" (Doctoral dissertation, University of Georgia, 1980), p. 159.

⁷⁵P. W. Carlton and Richard T. Johnson, "When Collective Negotiations are Unconstitutional: Virginia Teachers View the Failure," Journal of Collective Negotiations, (1979), pp. 83-90.

⁷⁶J. J. Mikrut, Jr., "Teachers' Attitudes Toward Collective Negotiations: The Relationship of Personality, Organizational Morale and Selected Demographic Characteristics," Dissertation Abstracts International, XXXVII (1977), 5500-A.

⁷⁷F. Dunn and C. T. Bailey, "Identifiable Trends in Teacher Attitudes Toward Collective Negotiation," Collective Negotiations, (1973), pp. 113-122.

⁷⁸Lyle Edwin Ball, "Collective Negotiations in the Public Sector: A Legal and Attitudinal Study" (Doctoral dissertation, University of Illinois, 1972), p. 143.

Carroll A. Cloninger in 1971 concluded that sex had an effect on Virginia teacher, superintendent, principal, and school board chairmen respondents' views regarding collective bargaining.⁷⁹

Anthony V. Sinioropi's 1968 Iowa study concluded that sex had an effect on teacher, superintendent, and board member respondents' views toward collective bargaining.⁸⁰

Finally, J. R. Fisher's 1968 Oregon study showed evidence that male teachers were more favorable toward collective negotiations than were females.⁸¹

Finally, G. G. Garver found in his 1967 Oakland County, Michigan, study that sex had no effect on responding principals' views toward collective bargaining.⁸²

P. W. Carlton in his study of North Carolina educators in 1966 reported that although female teachers were most often neutral on the

⁷⁹Carroll Alexander Cloninger, "Differential Perceptions of School Board Chairmen, Superintendents, Principals, and Classroom Teachers Concerning Selected Aspects of Collective Negotiations," Dissertation Abstracts International, XXXVIII (1972), 4273A.

⁸⁰Anthony Vincent Sinioropi, "An Investigation of the Attitudes of Teachers, Board Members and Superintendents Regarding Collective Negotiations Legislation in Iowa," Dissertation Abstracts International, XXIX (1969), 3817A.

⁸¹J. R. Fisher, "The Relationship of Sex, Level, and Position of Oregon Educators to Attitudinal Statements that Deal with Collective Negotiations and Sanctions" (Doctoral dissertation, University of Oregon, 1967), p. 1982-A.

⁸²G. G. Garver, "A Study of the Relationship Between Selected Variables and the Attitudes of Public School Principals in Oakland County, Michigan, Concerning Collective Bargaining for Public School Teachers," Dissertation Abstracts International, XXVIII (1968), 3929A.

subject of collective negotiations, male teachers possessed more favorable attitudes than did male principals. Male principals were reported to be less negative toward collective negotiations than were female principals.⁸³

Relation of Age of the Teacher

With How Teachers Perceived Various Issues and Procedures

All but two of the studies relating to this study reported that age did correlate with attitudes toward selected issues and procedures.

One study, focusing on teachers, was conducted by Lyle Edwin Ball in 1972. He concluded that age had no effect on Minnesota, Wisconsin, and Illinois educators' and public respondents' views toward collective bargaining.⁸⁴

The second study, focusing on school board members, was conducted by L. M. Sullivan in 1969. He concluded that age had no effect on satisfaction of school board members in Oklahoma.⁸⁵

Most of the studies, however, concluded that age was related to respondents' views.

Donald Rooks 1980 study in Georgia concluded that respondents under

⁸³P. W. Carlton, "Attitudes of Certificated Instructional Personnel in North Carolina Toward Questions Concerning Collective Negotiations and 'Sanctions'" (Doctoral dissertation, University of North Carolina, 1966), p. 103.

⁸⁴Lyle Edwin Ball, "Collective Negotiations in the Public Sector: A Legal and Attitudinal Study" (Doctoral dissertation, University of Illinois, 1972), p. 143.

⁸⁵Sullivan, L. M. "A Study of the Attitudes of School Board Members and Superintendents and Their Relationship to Innovation in Selected Oklahoma Schools," Dissertation Abstracts International, XXIX (September, 1969), 971A-72A.

age 30 had the highest CBD score while those over 50 had the lowest CBD score. Rooks inferred from this data that the future thrust for collective bargaining in Georgia will receive the greatest overt support from the under 30 age group, while those over 50 may be expected to oppose collective bargaining.⁸⁶

R. K. Fletcher's 1976 study of the attitudes of Tennessee Educators toward collective bargaining considered the variable age. The report concluded that persons under forty supported organizations advocating bargaining, passage of bargaining laws, and withholding of services more so than did those over forty.⁸⁷

Both R. S. Sternberg in his 1976 study of Virginia teachers and P. W. Carlton and Richard T. Johnson in their 1979 study of Virginia teachers found that age had an effect on how Virginia teacher respondents view collective bargaining.⁸⁸ In fact, Sternberg reported that the correlation between age of respondent and respondents' views yielded virtually identical results with a correlation between years-experience-in-teaching of respondent and

⁸⁶Donald Oneal Rooks, "Attitudes of Teachers, Principals, Superintendents, Board Members, and Legislators Toward Collective Bargaining for Teachers" (Doctoral dissertation, University of Georgia, 1980), pp. 159-160.

⁸⁷R. K. Fletcher, Jr., "Tennessee Educators' Viewpoints Regarding Professional Negotiations" (Doctoral dissertation, Tennessee Technological University, 1976), p. 23.

⁸⁸P. W. Carlton and Richard T. Johnson, Virginia School Board Members and Collective Bargaining: An Assessment of Attitudes. (Blacksburg, Virginia: Virginia Polytechnic Institute, 1978).

respondents' views. Sternberg further concluded that this variable proved to be "the most consistent contributor to attitudinal differences regarding collective action."⁸⁹

J. J. Mikrut's 1976 Missouri study also found that age had an effect on Missouri teacher respondents' views toward collective bargaining.⁹⁰

Anthony Sinioropi's 1968 Iowa study also concluded that age had an effect upon attitudes toward collective bargaining legislation. Sinioropi gathered data from educators in central city, urban, and rural Iowa using a self-made questionnaire. He reported that younger persons saw a greater need for legislation which would permit collective bargaining.⁹¹

Relation of the Extent of Formal Education of the Teacher
With How Teachers Perceived Various Issues and Procedures

No studies were located which considered the correlation between the extent of a teacher's formal education and how the respondents viewed issues and procedures considered in this study.

⁸⁹R. S. Sternberg, "Relationships Between Selected Teacher Characteristics and Tendencies Toward Collective Action" (Doctoral dissertation, The College of William and Mary, 1976), p. 753.

⁹⁰J. J. Mikrut, Jr., "Teacher's Attitudes Toward Collective Negotiations: The Relationship of Personality, Organizational Morale and Selected Demographic Characteristics," Dissertation Abstracts International, XXXVII (1977), 5500-A.

⁹¹Anthony Vincent Sinioropi, "An Investigation of the Attitudes of Teachers, Board Members and Superintendents Regarding Collective Negotiations Legislation in Iowa," Dissertation Abstracts International, XXIX (1969), 3817A.

Relation of the Extent of Teaching Experience in the
School District of the Teacher With How Teachers Perceived
Various Issues and Procedures

The only study to consider years experience in teaching as it correlates with attitudes toward selected issues and procedures was completed by R.S. Sternberg in 1976 and alluded to earlier in this study. It may be noted that Sternberg compared nine demographic/professional characteristics and teacher collective action. He reported that age "could be substituted for the years-experience-in-teaching variable with virtually identical results."⁹²

Additional Information Bearing Upon Findings

Teachers and board members were asked, on the questionnaire, to estimate the extent to which board decisions are decided in closed sessions. One year after the 1973 study was concluded, the Kentucky General Assembly enacted a comprehensive open meetings law. Essentially all meetings of public agencies must be open unless they deal with topics defined in the statutes and then only if they meet specific requirements. Kentucky Revised Statutes 61.805 defines the terms, as they related to schools, in its open meeting legislation as follows:

(1) "Meeting" means all gatherings of every kind, regardless of where the meeting is held, and whether regular or special and informal or casual gatherings is held in anticipation of or in conjunction with a regular or special meeting;

⁹²R. S. Sternberg, "Relationships Between Selected Teacher Characteristics and Tendencies Toward Collective Action" (Doctoral dissertation, The College of William and Mary, 1976), p. 753.

(2) "Public agency" means any state legislative, executive, administrative or advisory board, commission, committee, policy making board of an institution of education or other state agency which is created by or pursuant to statute or executive order, (other than judicial or quasi-judicial bodies); any county, city, school district, . . .

(3) "Action taken" means a collective decision, a commitment or promise to make a positive or negative decision, or an actual vote by a majority of the members of the governmental body.⁹³

Kentucky Revised Statutes 61.810 defines the exemptions to open meetings, as they relate to schools, as follows:

All meetings of a quorum of the members of any public agency at which any public business is discussed or at which any action is taken by such agency, are declared to be public meetings, open to the public at all times, except for the following: . . .

2) Deliberations on the future acquisition or sale of real property by a public agency, but only when publicity would be likely to affect the value of a specific piece of property to be acquired for public use or sold by a public agency.

(3) Discussions of proposed or pending litigation against or on behalf of the public agency. . .

(5) Collective Bargaining negotiations between public employers and their employes or their representatives.

(6) Discussions or hearings which might lead to the appointment, discipline, or dismissal of an individual employe, member or student without restricting that employe's, member's or student's right to a public hearing if requested, provided that this exception is designed to protect the reputation of individual persons and shall not be interpreted to permit discussion of general personnel matters in secret.

(7) Meetings between public agencies and industrial prospects. . .

(10) Meetings which federal or state law specifically require to be conducted in privacy.⁹⁴

Kentucky Revised Statutes 61.815 defines the requirements for closed sessions, as they relate to schools, as follows:

⁹³Jesse R. Shaffer, Jr. and Ronald T. Farrar, The Laws of Kentucky as They Pertain to the Press. (Frankfort, Kentucky: Kentucky Press Association, 1980) p. 10.

⁹⁴Shaffer, pp. 10-11.

Except those public agencies excluded under Kentucky Revised Statutes (KRS) 61.810 (1), (3), (4), (6) but only so far as is related to students, KRS 61.810 (7), (8), (9), (10), and (11), the following requirements shall be met as a condition for conducting closed sessions authorized by KRS 61.810:

(1) Notice shall be given in regular open meeting of the general nature of the business to be discussed in closed session and the reason for the closed session;

(2) Closed sessions may be held only after a motion is made and carried by a majority vote in open, public session.

(3) No final action may be taken at a closed session;

(4) No matters may be discussed at a closed session other than those publicly announced prior to convening the closed session.⁹⁵

Kentucky Revised Statutes 61.830 further voids any rule, resolution, regulation, ordinance or other formal action of any public agency without substantial compliance with the open meeting requirements.⁹⁶

Summary

The following statements appear to be warranted based upon the findings presented in this review of literature:

1. There has been very little published research regarding how teachers generally perceived the role and functions of the school board member.

2. There was a considerable amount of research in the form of unpublished doctoral dissertations about how teachers perceive specific roles and functions of the school board member and of specific policy concerns.

3. With two notable exceptions, the studies by Paul Blanchard and Morris Caudill, all published articles and unpublished

⁹⁵Shaffer, p. 10.

⁹⁶Shaffer, p. 12.

dissertations focused on areas outside of the state of Kentucky, and therefore bear only a tentative relationship to this study.

4. Neither the Blanchard nor the Caudill studies attempt to measure how teachers perceived the role and functions of school board members. The value of such a consideration was suggested by Rooks when he wrote:

Identification of existing attitudes could help each group better understand how the other group views the thrust toward collective bargaining and, through such understanding, how to deal more rationally with any significant differences in attitudes which might be revealed by the study.⁹⁷

5. This study, while aided by studies executed by other scholars, was essentially covering fresh ground.

⁹⁷Donald Oneal Rooks, "Attitudes of Teachers, Principals, Superintendents, Board Members, and Legislators Toward Collective Bargaining for Teachers" (Doctoral dissertation, University of Georgia, 1980), p. 4.

Chapter 3

RESPONSE DATA

A similar study was conducted in 1973 and in 1982 within the selected county school district. This made possible a longitudinal comparison within the same school district. In 1982 the study was further expanded to include a city school district, located within the same county. This made possible a horizontal comparison between a city and a county school district.

Several county school districts were considered in 1973 based upon location, the probability of a substantial return on the questionnaire, and the availability of school board responses from the Blanchard study.¹ Several school districts were initially considered because fewer than four of the five school board members had responded to Blanchard's questionnaire (his arbitrary cut off for school districts providing useable data).

Once the district had been selected in 1973, all procedures followed in 1973 were necessarily dictated for 1982 in order to generate a comparable longitudinal study. Cooperation of the school superintendents and school boards was sought and obtained. A cover letter (presented in Appendix A) and questionnaire (presented in Appendix B) were then distributed in the schools. The procedure for the study, as outlined in the first chapter, was then followed.

¹Paul D. Blanchard, "The Kentucky School Board Member: Results of a Statewide Survey," The Kentucky School Boards Journal, XIV (May, 1972), 4.

Questionnaire Response Data

The cumulative response of the teachers and school board members on the questionnaire statements was presented in Appendix C.

The number of responses to the questionnaire by teachers in each school in 1973 was reported in Table 2. There were four responses in 1973 that were sent directly to the researcher with notes suggesting they did not want to be identified as to their school. There were no such responses in 1982. There were no responses from Schools 10 and 11 in 1973 since they did not exist at the time of the first study.

Table 2

Number and Percentage of County Teachers From Each School
Responding in 1973

School	Useable Resp.	Teachers at School	Percentage Resp.
County School 1	11	24	45.83
County School 2	29	65	44.62
County School 3	9	23	39.13
County School 4	6	21	28.57
County School 5	12	21	57.14
County School 6	13	22	59.09
County School 7	10	24	41.67
County School 8	19	20	95.00
No School Identified	6		
County School 10	*		
County School 11	*		
Total	115	220	52.27

(*) Schools did not exist in 1973

The data in Table 3 report the response from the same schools in 1982. The response from the city school district surveyed in 1982 was shown in Table 4.

Table 3
Number and Percentage of County Teachers From Each School
Responding in 1982

School	Resp.	Teachers at School	Percentage Resp.
County School 1	22	24	91.67
County School 2	52	77	67.53
County School 3	25	28	89.29
County School 4	15	31	48.39
County School 5	13	27	48.15
County School 6	18	24	75.00
County School 7	20	23	87.96
County School 8	15	26	57.69
No School Indicated			
County School 10	23	27	85.19
County School 11	21	24	87.50
Total	225	311	72.03

Table 4
Number and Percentage of City Teachers From Each School
Responding in 1982

School	Resp.	Teachers at School	Percentage Resp.
City School 1	14	19	73.68
City School 2	11	12	91.67
City School 3	19	31	61.29
Total	44	62	70.97

A comparison of the responses obtained from each school in the county school district in 1973 and in 1982 shows that there were more respondents in 1982 than in 1973, with the exception of one school. This was even more noteworthy in light of the fact that when School 10 and School 11 were built, teachers were moved from Schools 1 through 8 to these new schools.

The responses obtained from all school board members in 1973 and 1982 in both school districts were reported in Table 5. The uniformity of response was apparent.

Table 5

School Board Members' Responses

School District	Resp.	Members in District	Percentage Resp.
County Schools - 1973	4	5	80.00
County Schools - 1982	4	5	80.00
City Schools - 1982	4	5	80.00

Differences Between Respondents

Tables 6 through 12 provide a comparison of various demographic characteristics of respondents such as sex, age, level of formal training, and the number of years the respondent had taught in the school district.

It was apparent from the data in Table 6 that teachers in both the city and county were predominantly women. There were approximately five percent more male respondents from the city school district than from the county school district. Conversely, there were approximately

five percent fewer female respondents from the city school district than from the county school district. The data presented in Table 10 demonstrates that teachers in the county have been predominantly women. There was less than one percent difference in the number of male and female county teachers responding to the survey in 1973 and the number of male and female county teachers responding to the survey in 1982.

A higher proportion of teachers in the county school district were younger than teachers in the city school district according to data presented in Table 7. The data presented in Table 11 show that 1973 teachers aged 40 years and older have been replaced by younger teachers in the past nine years. There was, however, a larger proportion of 20-29 year old teachers in 1973 than in 1982. This suggests that the young teachers starting with the county schools in 1973 may have continued teaching in the county, thus accounting for the very substantial proportion of the total county teachers in the 30-39 year old age category.

County teacher respondents, as a group, appeared to have had a higher level of formal training than city teacher respondents according to data presented in Table 8. The data presented in Table 12 suggests that the level of formal training of the county teachers increased since 1973. The percentage of county teachers who had earned only a B.A. degree decreased from 32.77 percent in 1973 to 12.30 percent in 1982. The percentage of county teachers who had completed additional work beyond B.A. degree decreased from 30.25 percent in 1973 to 10.85 percent in 1982. During the same period of time the percentage of

Table 6

Sex of Teachers in the County Schools in 1982 Compared
With the Sex of Teachers in the City Schools in 1982

School District	Observed Response Frequency			
	Male	Female	No Resp.	Total
County	32	191	1	223
City	8	33	3	41
Total	40	224		264

Table 7

Age of Teachers in the County Schools in 1982 Compared
With the Age of Teachers in the City Schools in 1982

School District	Observed Response Frequency						
	20-29 years	30-39 years	40-49 years	50-59 years	60-69 years	No Resp.	Total
County	43	95	43	32	8	3	221
City	5	15	11	11	1	1	43
Total	48	110	54	43	9		264

county teachers who had earned an M.A. degree increased from 21.85 percent in 1973 to 39.81 percent in 1982. The percentage of county teachers who had completed additional work beyond the M.A. degree increased from 10.93 percent in 1973 to 14.46 percent in 1982, and those who had completed the requirements for Rank I certification had increased from 00.84 percent in 1973 to 18.08 percent in 1982.

City teachers, as a group, according to data presented in Table 9, appeared to have longer teaching tenure in the school district than did county teachers. City teachers had a higher proportion of teachers who had taught in the city school district 8 or more years. County teachers, conversely had a higher proportion of teachers who had taught in the county school district 2 to 7 years.

Data in Table 12 describes the age characteristics of the school board members. The 1982 school board members in the county were somewhat younger than their 1973 predecessors. It may be recalled that the 1982 teachers were also younger than their 1973 predecessors; for data see Table 11. Despite the fact that these teachers were younger, they had completed higher levels of formal training; for data see Table 12. The 1982 county school board members were also younger than their city counterparts. The significance of this observation may be of value when comparing attitudes of the school boards. Other demographic data were not completed by school board members.

The response of city and county teachers in 1982 were nearly the same with 225 of the 311 county teachers (72 percent) and 44 of the 62 city teachers (71 percent). Four of the 5 city and county board members (80 percent) responded to the questionnaire.

Table 8

Level of Training of Teachers in the County Schools in 1982
 Compared with the Level of Training of Teachers
 in the City Schools in 1982

School District	Observed Response Frequency								
	B.A.- B.A.	B.A.+ M.A.	M.A.+ Rank I	Rank I	No Resp.	Total			
County	1	27	24	88	32	40	9	3	221
City	0	9	6	17	3	6	3		44
Total	1	36	30	105	35	46	12		265

Table 9

Years Respondent Taught in the County Schools in 1982
 Compared with the Years Respondent Taught
 in the City Schools in 1982

School District	Observed Response Frequency								Total
	1 years	2-3 years	4-5 years	6-7 years	8-13 years	14-21 years	22+ years	No Resp.	
County	7	19	29	30	74	40	15	10	214
City	2	1	5	3	15	12	4	2	42
Total	9	20	34	33	89	52	19		256

Table 10

Sex of Teachers in the County Schools in 1973 Compared
With the Sex of Teachers in the County Schools in 1982

Survey Year	Observed Response Frequency			
	Male	Female	No Resp.	Total
1973	16	101	3	117
1982	32	191	1	213
Total	48	292		340

Table 11

Age of Teachers in the County Schools in 1973 Compared
With the Age of Teachers in the County Schools in 1982

Survey Year	Observed Response Frequency						
	20-29 years	30-39 years	40-49 years	50-59 years	60-69 years	No Resp.	Total
1973	34	20	28	23	12	3	117
1982	43	95	43	32	8	3	221
Total	77	115	71	55	20		338

Table 12

Level of Training of Teachers in the County Schools in 1973
Compared with the Level of Training of Teachers
in the County Schools in 1982

Survey Year	Observed Response Frequency								
	B.A.- B.A.	B.A.+ M.A.	M.A.+ Rank I	Rank I	No Resp.	Total			
1973	1	39	36	26	13	1	3	1	119
1982	1	27	24	88	32	40	9	3	221
Total		66	60	114	45	41	12		340

Table 13

Comparison of County School Board Members and City School
Board Members Responding to Questionnaires in 1973 and
1982 By Age of Respondent

Age of Respondent	1982 City Board	Percent of Board	1982 County Board	Percent of Board	1973 County Board	Percent of Board
30 - 39			3	75.00	2	50.00
40 - 49					1	25.00
50 - 59	1	25.00	1	25.00		
60 - 69	3	75.00			1	25.00
Total	4	100.00	4	100.00	4	100.00

Chapter 4

LONGITUDINAL COMPARISON OF TEACHERS AND BOARD MEMBERS PERCEPTIONS

The data presented in this chapter makes possible a comparison of the responses of county board members and teachers in 1973 with the responses of county board members and teachers in 1982. Tables providing a detailed breakdown of these differences were provided when probability levels were 0.0500 or less.

Null hypothesis 1 stated that there would be no statistically significant differences in the way in which 1973 county board members and 1982 county board members perceived 35 selected issues and procedures. Analysis of data in Table 14 support the conclusion that null hypothesis 1 was accepted with respect to statements 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, and 41, but was rejected with respect to statement 40.

Perhaps a pertinent observation that might be made based upon these data is that with only one significant difference (the data which were described in Table 15), the 1973 county board and the 1982 county board were similar in their attitudes. The only notable difference was that most 1982 board members felt that board membership was helpful in their careers, whereas most 1973 board members felt that board membership was not helpful in their careers.

Table 14

Levels of Significant Difference Between Board Members
in the County Schools in 1973 and Board Members in
the County Schools in 1982 Concerning Responses
on 35 Selected Questionnaire Statements

Statement	Prob. Level
7. Federal government control over local education.	**
8. Kentucky government control over local education.	**
9. Effect of desegregation of schools in Kentucky & U.S.	**
10. Teachers' voice in determining school policy.	**
11. <u>Single most</u> serious problem facing the district.	0.2019
12. <u>One</u> concern the school board spends most time on.	0.1490
13. <u>One</u> concern the school board <u>should</u> spend most time.	**
14. <u>Citizen interest</u> in what the school board is doing.	1.0000
15. Teacher interest in the actions of the school board.	0.0695
16. Board rating of teacher interest in board actions.	0.3679
17. Group interest in the actions of the school board.	0.2231
18. Organization <u>most</u> interested in school board activity.	0.8091
19. Election competition for the board in this district.	1.0000
20. Tight contests in school board elections.	0.0907
21. Campaigns involve the Supt. or his program as issues.	0.2615
22. Board policies have created public conflict.	0.2019
23. Board is unanimous in its decisions.	0.5488
24. Same division on the board when there is disagreement.	0.2162

Table 14 (Continued)

Levels of Significant Difference Between Board Members
in the County Schools in 1973 and Board Members in
the County Schools in 1982 Concerning Responses
on 35 Selected Questionnaire Statements

Statement	Prob. Level
25. Board reaches decisions at closed meetings.	0.1718
26. Board decisions are reached by a formal process.	0.4652
27. Board has standing committees made up of entire board.	0.2850
28. Extent to which the board handles personnel & hiring.	0.2850
29. Extent to which the board handles the school budget.	0.1573
30. Extent to which the board handles public relations.	0.1573
31. Extent to which the board handles new buildings.	0.4594
32. Extent to which the board handles teacher grievances.	0.1025
33. Extent to which the board handles salaries.	0.5134
34. Extent to which the board handles instruction.	0.2850
35. Board members should use their own judgment.	0.4652
36. Board as a whole views Federal government control.	0.5488
37. Board as a whole views Kentucky government control.	0.5488
38. Board as a whole views effect of desegregation.	0.2636
39. Board as a whole views greater voice for teachers.	0.2019
40. Board membership aids in members' careers.	0.0498 (*)
41. Service on the board has been enjoyable.	0.4652

(*) Significant at the acceptable .05 level.

(**) An insufficient number of board members responded to this question to test for significant differences.

The data in Table 15 were a compilation of the 1973 and 1982 county board members' perceptions regarding whether board membership helped the board members' careers. Most of the 1973 board members responding to the questionnaire felt that board membership did not help their careers, whereas most of the 1982 board members felt that board membership was very helpful to their careers.

Table 15

A Comparison of the Extent to Which Board Members in the County School District in 1973 and in 1982 Perceived Board Membership as Helping the Board Members' Careers

Year of Resp.	Observed Response Frequency			Total
	Very Helpful	Fairly Helpful	Not Helpful	
1973	0	1	3	4
1982	3	1	0	4
Total	3	2	3	8
$\chi^2 = 6.000$ $df = 2$ Significant at 0.0498 level				

Null hypothesis 1 stated that there would be no statistically significant differences in the way in which 1973 county board members and 1982 county board members perceived 35 selected issues and procedures. This null hypothesis was accepted in respect to statements 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, and 41, but was rejected with respect to the statement concerning whether board membership aids in members' careers.

Null hypothesis 2 stated that there would be no statistically significant differences in the way in which 1973 county teacher and 1982 county teachers perceived 35 selected issues and procedures. The data in Table 16 support the conclusion that null hypothesis 2 was accepted with respect to statements 9, 10, 14, 15, 22, 27, 28, 32, 33, 34, 36, 38, and 39, but was rejected with respect to statements 7, 8, 11, 12, 13, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 29, 30, 31, 35, 37, 40, and 41.

Table 16

Levels of Significant Difference Between Teachers in the County Schools in 1973 and Teachers in the County Schools in 1982 Concerning Responses on 35 Selected Questionnaire Statements

Statement	Prob. Level
7. Federal government control over local education.	0.0001 (*)
8. Kentucky government control over local education.	0.0001 (*)
9. Effect of desegregation of schools in Kentucky & U.S.	0.0888
10. Teachers' voice in determining school policy.	0.2254
11. <u>Single most</u> serious problem facing the district.	0.0001 (*)
12. <u>One</u> concern the school board spends most time on.	0.0001 (*)
13. <u>One</u> concern the school board <u>should</u> spend most time.	0.0226 (*)
14. <u>Citizen interest</u> in what the school board is doing.	0.0613
15. Teacher interest in the actions of the school board.	0.1387
16. Board rating of teacher interest in board actions.	0.0062 (*)
17. Group interest in the actions of the school board.	0.0024 (*)
18. Organization <u>most</u> interested in school board activity.	0.0058 (*)
19. Election competition for the board in this district.	0.0001 (*)
20. Tight contests in school board elections.	0.0001 (*)

Table 16 (Continued)

Levels of Significant Difference Between Teachers in the County Schools in 1973 and Teachers in the County Schools in 1982 Concerning Responses on 35 Selected Questionnaire Statements

Statement	Prob. Level
21. Campaigns involve the Supt. or his program as issues.	0.0147 (*)
22. Board policies have created public conflict.	0.4943
23. Board is unanimous in its decisions.	0.0001 (*)
24. Same division on the board when there is disagreement.	0.0013 (*)
25. Board reaches decisions at closed meetings.	0.0091 (*)
26. Board decisions are reached by a formal process.	0.0003 (*)
27. Board has standing committees made up of entire board.	0.0976
28. Extent to which the board handles personnel & hiring.	0.5199
29. Extent to which the board handles the school budget.	0.0033 (*)
30. Extent to which the board handles public relations.	0.0001 (*)
31. Extent to which the board handles new buildings.	0.0340 (*)
32. Extent to which the board handles teacher grievances.	0.2002
33. Extent to which the board handles salaries.	0.1602
34. Extent to which the board handles instruction.	0.4339
35. Board members should use their own judgment.	0.0297 (*)
36. Board as a whole views Federal government control.	0.1200
37. Board as a whole views Kentucky government control.	0.0264 (*)
38. Board as a whole views effect of desegregation.	0.3314
39. Board as a whole views greater voice for teachers.	0.0517
40. Board membership aids in members' careers.	0.0001 (*)
41. Service on the board has been enjoyable.	0.0004 (*)

(*) Significant at the acceptable .05 level.

The data reported in Table 17 and 18 show that a plurality of 1973 county teachers held the view that the federal and state governments exerted about the right amount of control over the local education. By 1982 a plurality of teachers in the same county held the view that the federal and state governments exerted too much control over the local education.

Table 17

A Comparison of the Perceptions of Teachers in the County School District in 1973 and in 1982 Regarding the Extent to Which the Federal Government Exerts Control Over Local Education

Year of Resp.	Observed Response Frequency					Total
	No Resp.	Too Much	Too Little	About Right	Don't Know	
1973	2	24	20	50	24	118
1982		96	10	79	31	216
Total		120	30	129	55	334
$\chi^2 = 28.978$		df = 4		Significant at 0.0001 level		

Table 18

A Comparison of the Perceptions of Teachers in the County School District in 1973 and in 1982 Regarding the Extent to Which the State Government Exerts Control Over Local Education

Year of Resp.	Observed Response Frequency					Total
	No Resp.	Too Much	Too Little	About Right	Don't Know	
1973	1	11	30	56	22	119
1982	6	84	21	83	25	213
Total		95	51	139	47	332
$\chi^2 = 39.686$		df = 3		Significant at 0.0001 level		

The data reported in Tables 19 and 20 indicate that the plurality of county teachers in 1982 felt that lack of money was the single most serious problem facing the school district and finance was the concern on which the school board spent the most time. This may be contrasted with the plurality of county teachers in 1973 who felt that overcrowded schools was the single most serious problem facing the school district, whereas a plurality of 1973 county teachers perceived finance to be the concern on which the school board spent the most time.

Table 19

A Comparison of the Perceptions of Teachers in the
County School District in 1973 and in 1982
Regarding the Single Most Serious Problem
Facing the School District

Observed Response Frequency								
Year of Resp.	No Resp.	Lack of Money	Over-crowded	Lack Teachers	Too Many Militant Teachers	Racial Problems	Other Problems	Total
1973	1	47	53	2	3	0	14	119
1982	6	131	53	0	1	2	26	213
Total		178	106	2	4	2	40	332

$\chi^2 = 51.387$ $df = 8$ Significant at 0.0001 level

The open-ended responses by county teachers in 1982 identified the following as the single most serious problem facing the school district:

Transportation - 16

The early-late busing situation - 8

Poor Transportation - 5

Lack of buses - 1

Length of day for some children - 1

Putting elementary and high school children on same buses - 1

Communications - 2

Lack of communications with the board - 2

Lack of communication between administration and staff - 2

Lack of financial resources which lead to teacher layoffs - 1

Lack of student motivation - 1

Student behavior - 1

Students were not properly trained at home - 1

Table 20

A Comparison of the Perceptions of Teachers in the County
School District in 1973 and in 1982 Regarding the Concern
on Which the School Board Spends Most Time

Observed Response Frequency									
Teachers' School	No Resp.	Per- son- nel	Cur- ric- ulum	Comm. Rela- tions	Fi- nance	Build- ings	Schl. Ad- min.	Other Prob- lems	Total
1973	8	12	5	5	32	24	17	17	112
1982	14	20	9	15	88	35	28	10	205
Total		32	14	20	120	59	45	27	317
$\chi^2 = 32.280$		df = 8		Significant at 0.0001 level					

The open-ended responses by county teachers in 1982 identified the concern on which the school board spends most time:

Athletics - 6

Athletics and sports - 4

Concern with athletics, little or no interest in academics - 1

Misplaced priorities - overemphasis on sports - 1

Need to consolidate the four separate school systems in the
county - 2

The data in Table 21 report that a larger percentage of teachers in 1973 than in 1982 felt that school buildings was the concern on which the school board should spend most of its time. It may be recalled that this school district built two schools between 1973 and

1982. Although there was a greater number of 1982 county teachers who felt the board should spend most of its time on personnel than had expressed this concern in 1973, this actually represented a smaller percentage of the total response. There was also a larger percentage of teachers who provided open-ended responses in 1982.

Table 21

A Comparison of the Perceptions of Teachers in the County School District in 1973 and in 1982 Regarding the One Concern on Which the School Board Should Spend Most Time

Observed Response Frequency									
Year of Resp.	No Resp.	Personnel	Curriculum	Comm. Relations	Finance	Buildings	Schl. Admin.	Other Problems	Total
1973	7	5	42	19	16	18	9	4	113
1982	10	21	59	25	38	21	22	17	203
Total		26	101	44	54	39	31	21	316

 $\chi^2 = 17.826$

df = 8

Significant at 0.0226 level

Although 1973 county teachers indicated there were other concerns the board should give most of its attention to, they did not indicate those concerns. Following, however, were the open-ended responses by county teachers in 1982 identifying the one item on which teachers felt the board should spend most of its time:

All should be given proper emphasis - 7

Transportation - 6

The early-late busing situation - 2

Poor transportation - 4

Concerns of teachers - 2

Supervision of personnel - 2

Equalizing educational opportunity for all children in county - 1
 Equality between each school system in the county - 1
 Equality in working conditions throughout school system - 1
 Overcrowdedness - 1
 Redistricting - 1
 Seeing that curriculum is implemented - 1
 Sports - 1
 Up-grading of achievement levels - 1

The data in Table 22 indicate that a greater percentage of the 1982 county teachers perceived of teacher interest in board action as being "moderately high" or "moderately low" than did 1973 county teachers. Of the 215 county teachers responding to this question in 1982, 13.95 percent perceived teacher interest in board action to be "very high." Only 10 percent of the 120 county teachers responding to this question in 1973 held that view.

Table 22

A Comparison of the Perceptions of Teachers in the County School District in 1973 and in 1982 Regarding the Extent to Which Teachers were Interested in Board Actions

Year of Resp.	Observed Response Frequency						Total
	No Resp.	Very High	Moderately High	Moderately Low	Very Low	Don't Know	
1973	0	12	50	36	19	3	120
1982	4	30	86	86	13	0	215
Total		42	136	122	32	3	335
$\chi^2 = 16.699$		df = 5		Signifioant at 0.0062 level			

The data in Table 23 show that county teachers in 1982 perceived a higher level of interest by organized groups in the activities of the school board than their 1973 colleagues. Of the 215 county teachers responding to this question in 1982, 72.68 percent perceived organized group interest in board action as being "very high" or "moderately

high." Only 53.39 percent of the 118 county teachers responding to this question in 1973 held that view.

The data in Table 24 indicate a growth in the percentage of 1982 county teachers who perceived teachers groups as the organization most interested in activities of the county school district. The data in Tables 25 and 26 show that 1982 county teachers were more inclined than the 1973 county teachers to perceive the county school board election as being competitive and closely competitive.

The data in Table 27 show that 1982 county teachers more often perceived the superintendent and/or his program as issues in school board elections than 1973 county teachers. Likewise, in Table 28, the data show that 1982 county teachers perceived the school board as being split in board decisions than the 1973 county teachers.

A greater percentage of 1982 county teachers than 1973 county teachers perceived the division of the school board to be more-or-less the same when there was disagreement on issues, as shown by the data in Table 29.

A larger percentage of 1982 county teachers perceived the school board reaching decisions at closed meetings than 1973 county teachers, as shown by the data in Table 30.

The data in Table 31 report 29.66 percent of the responding 1973 county teachers perceived the school board decision-making process as being informal, whereas 40 percent of the responding 1982 county teachers perceived the school board decision-making process as being informal. There was, however, an increasing percentage in 1982 that perceived the school board decision-making process as being a formal process. The principal shift was away from the "don't know" column.

Table 23

A Comparison of the Perceptions of Teachers in the County School District in 1973 and in 1982 Regarding the Extent to Which Organized Groups were Interested in the Activities of the School Board

Observed Response Frequency						
Year of Resp.	No Resp.	Very High	Moderately High	Moderately Low	Very Low	Total
1973	2	18	45	49	6	118
1982	3	32	125	51	8	216
Total		50	170	100	14	334
$\chi^2 = 14.376$ $df = 3$ Significant at 0.0024 level						

Table 24

A Comparison of the Perceptions of Teachers in the County School District in 1973 and in 1982 Regarding the Organization Most Interested in Activities of the County School District

Observed Response Frequency							
Year of Resp.	No Resp.	Civic Groups	Tax Payers	Teachers	Politicians	Parents	Total
1973	24	2	21	52	4	17	96
1982	27	10	17	128	7	30	192
Total		12	38	180	11	47	288
$\chi^2 = 16.382$ $df = 5$ Significant at 0.0058 level							

The data in Table 32 show that most of the 1982 county teachers perceived the school budget as a joint responsibility of both the school board and the superintendent with the superintendent taking the lead in developing the budget.

Table 25

A Comparison of the Perceptions of Teachers in the County School District in 1973 and in 1982 Regarding Competition for Election to the School Board in Their School District

Year of Resp.	Observed Response Frequency					Total
	No Resp.	Great Deal	Some	None	Don't Know	
1973	0	8	72	31	9	120
1982	3	89	112	5	10	216
Total		97	184	36	19	336
$\chi^2 = 73.758$		df = 3		Significant at 0.0001 level		

Table 26

A Comparison of the Perceptions of Teachers in the County School District in 1973 and in 1982 Regarding the Closeness of Competition in School Board Elections in Their School District

Year of Resp.	Observed Response Frequency					Total
	No Resp.	Often Close	Sometimes Close	Seldom Close	Don't Know	
1973	0	10	36	54	20	120
1982	3	77	110	15	14	216
Total		87	146	69	34	336
$\chi^2 = 93.883$		df = 4		Significant at 0.0001 level		

Table 27

A Comparison of the Perceptions of Teachers in the County School District in 1973 and in 1982 Regarding the Extent to Which School Board Elections Involve the Superintendent and/or His Program as Issues

Observed Response Frequency							
Year of Resp.	No Resp.	Usually	Some- times	Rarely	Never	Don't Know	Total
1973	3	34	36	23	7	17	117
1982	3	68	97	28	4	19	216
Total		102	133	51	11	36	333
$\chi^2 = 12.393$		df = 4		Significant at 0.0147 level			

Table 28

A Comparison of the Perceptions of Teachers in the County School District in 1973 and in 1982 Regarding the Unanimity of School Board Decisions

Observed Response Frequency							
Year of Resp.	No Resp.	Always Unanimous	Usually Unanimous	Sometimes Unanimous	Usually Split	Don't Know	Total
1973	1	5	22	40	23	29	119
1982	3	4	43	61	89	19	216
Total		9	65	101	112	48	335
$\chi^2 = 26.363$		df = 4		Significant at 0.0001 level			

Table 29

A Comparison of the Perceptions of Teachers in the County School District in 1973 and in 1982 Regarding the Division of the School Board When There Was Disagreement on Issues

Observed Response Frequency					
Year of Resp.	No Resp.	Stick Together	Don't Stick Together	Don't Know	Total
1973	1	80	3	36	119
1982	3	181	6	29	216
Total		261	9	65	335
$\chi^2 = 15.712$		df = 3		Significant at 0.0013 level	

Table 30

A Comparison of the Perceptions of Teachers in the County School District in 1973 and in 1982 Regarding the Extent to Which the School Board Reaches Decisions at Closed Meetings

Observed Response Frequency							
Year of Resp.	No Resp.	Always	Usually	Sometimes	Never	Don't Know	Total
1973	4	9	43	29	2	33	116
1982	3	8	66	92	8	42	216
Total		17	109	121	10	75	332
$\chi^2 = 13.498$		df = 4		Significant at 0.0091 level			

Table 31

A Comparison of the Perceptions of Teachers in the County School District in 1973 and in 1982 Regarding the Formality or Informality of the Boards' Decision-Making Process

Observed Response Frequency					
Year of Resp.	No Resp.	Formal	Informal	Don't Know	Total
1973	2	14	35	69	118
1982	4	51	86	78	215
Total		65	121	147	333

$\chi^2 = 16.230$ $df = 2$ Significant at 0.0003 level

Table 32

A Comparison of the Perceptions of Teachers in the County School District in 1973 and in 1982 Regarding the Extent to Which the School Board Handles the School Budget

Observed Response Frequency							
Year of Resp.	No Resp.	Entirely by Supt.	Both Bd. & Supt. S./lead	Both Bd. & Supt. Bd./lead	Entirely by Bd.	Don't Know	Total
1973	5	12	46	13	2	42	115
1982	12	11	125	25	1	45	207
Total		23	171	38	3	87	332

$\chi^2 = 15.768$ $df = 4$ Significant at 0.0033 level

The data in Table 33 show that most 1982 county teachers perceived public relations as a joint responsibility of both the school board and the superintendent. A greater percentage of county teachers in 1973, however, perceived the superintendent as taking the lead or being solely responsible for public relations.

The data in Table 34 indicate that a greater percentage of 1982 county teachers perceived new buildings as a joint responsibility of both the school board and the superintendent with the superintendent taking the lead.

The data in Table 35 report that while a plurality of 1982 county teachers indicated that they did not know whether their school board members voted according to their own judgment or represented the public's views, the next greatest number perceived board members as using their own judgment rather than representing the views of their constituents.

Table 33

A Comparison of the Perceptions of Teachers in the County School District in 1973 and in 1982 Regarding the Extent to Which the School Board Handles Public Relations

Observed Response Frequency							
Year of Resp.	No Respon.	Entirely by Supt.	Both Bd. & Supt. S./lead	Both Bd. & Supt. Bd./lead	Entirely by Bd.	Don't Know	Total
1973	9	14	34	21	1	41	111
1982	16	4	70	71	12	46	203
Total		18	104	92	13	87	314
$\chi^2 = 30.444$		df = 4		Significant at 0.0001 level			

Table 34

A Comparison of the Perceptions of Teachers in
the County School District in 1973 and in 1982
Regarding the Extent to Which the School Board
Handles New Buildings

Observed Response Frequency							
Year of Resp.	No Resp.	Entirely by Supt.	Both Bd. & Supt. S./lead	Both Bd. & Supt. Bd./lead	Entirely by Bd.	Don't Know	Total
1973	2	21	53	40	4	118	
1982	13	32	111	63	0	206	
Total		53	164	103	4	324	
$\chi^2 = 8.669$ $df = 3$ Significant at 0.0340 level							

Table 35

A Comparison of the Predictions of Teachers in
the County School District in 1973 and in 1982
Regarding What School Board Members Perceived
to be Their Responsibility to Vote the
Views of Their Constituents

Predictions About Board Members' Attitudes					
Observed Response Frequency Regarding Representative Voting					
Year of Resp.	No Resp.	Rep. Public	Own Judgment	Don't Know	Total
1973	8	28	30	54	112
1982	17	27	80	95	202
Total		55	110	149	314
$\chi^2 = 10.736$ $df = 4$ Significant at 0.0297 level					

The data in Table 36 show that while a plurality of 1982 county teachers indicated that they did not know what their school board members' attitudes might be regarding pressure exerted by the Kentucky government on school district affairs, the second largest number of respondents indicated that they felt the school board's attitude was that Kentucky exerted "too much" pressure on school district affairs. The second largest number of respondents in 1973, however, felt that pressure by the Kentucky government was "about right."

Table 36

A Comparison of the Predictions of Teachers in the County School District in 1973 and in 1982 Regarding What School Board Members Perceived Regarding Controls by the Kentucky Government

Year of Resp.	Predictions About Board Members' Attitudes					Total
	No Resp.	Too Much	Too Little	About Right	Don't Know	
1973	2	15	5	19	79	118
1982	8	57	6	30	118	211
Total		72	11	49	197	329
$\chi^2 = 9.230$		df = 3		Significant at 0.0264 level		

The data in Table 37 show that most 1982 county teachers perceived service on the school board as being fairly helpful to their school board members. A greater percentage of county teachers in 1973 perceived service on the school board as not being helpful to their

Table 37

A Comparison of the Predictions of Teachers in the County
School District in 1973 and in 1982 Regarding What
School Board Members Perceived Regarding Whether
Board Membership Helped Board Members' Careers

Year of Resp.	Predictions About Board Members' Attitudes					Total
	Observed Response Frequency Regarding Whether Teachers Felt that Board Membership Aided Board Members' Careers					
	No Resp	Very Helpful	Fairly Helpful	Not Helpful	Don't Know	
1973	15	17	49	33	6	105
1982	17	43	123	36	0	202
Total		60	172	69	6	307
$\chi^2 = 20.647$		df = 3		Significant at 0.0001 level		

school board members than did teachers in 1982. The percentage of 1982 county teachers that perceived service on the school board as being very helpful to their school board members was significantly higher than the percentage of 1973 county teachers.

The data in Table 38 report that most 1973 and 1982 county teachers perceived service on the school board as being an enjoyable but frustrating experience for their school board members. A larger percentage of 1982 county teachers perceived service on the school board as being very enjoyable than did their 1973 counterparts.

Null hypothesis 2 stated that there would be no statistically significant differences in the way in which 1973 county teacher and 1982 county teachers perceived 35 selected issues and procedures.

This null hypothesis was accepted in respect to statements 9, 10, 14, 15, 22, 27, 28, 32, 33, 34, 36, 38, and 39, but was rejected with respect to statements regarding federal government control over local education, Kentucky government control over local education, effect of desegregation of schools in Kentucky and U.S, single most serious problem facing the district, one concern the school board spends most time on, one concern the school board should spend most time, board rating of teacher interest in board actions, group interest in the actions of the school board, organization most interested in school board activity, election competition for the board in this district, tight contests in school board elections, campaigns involve the superintendent or his program as issues, board was unanimous in its decisions, same division on the board when there was disagreement, board reaches decisions at closed meetings, board decisions were reached by a formal process, extent to which the board handles the school budget, extent to which the board handles public relations, extent to which the board handles new buildings, board members should use their own judgment, board as a whole views Kentucky government control, board membership aids in members' careers, and service on the board has been enjoyable.

Table 38

A Comparison of the Predictions of Teachers in the County School District in 1973 and in 1982 Regarding What School Board Members Perceived Regarding Whether Board Membership was an Enjoyable Experience

Predictions About Board Members' Attitudes						
Observed Response Frequency Regarding Whether Teachers Felt That Board Membership Was Enjoyable						
Year of Resp.	No Resp.	Very Enjoy-able	Enjoy But Frust.	Not Enjoy-able	Don't Know	Total
1973	2	6	56	3	53	118
1982	9	13	143	7	47	210
Total		19	199	10	100	328
$\chi^2 = 18.201$						
df = 3						
Significant at 0.0004 level						

Chapter 5

HORIZONTAL COMPARISON OF TEACHERS' AND BOARD MEMBERS' PERCEPTIONS

Similar studies were conducted in 1982 within a county school district and a city school district. The following data compare the responses of county board members in 1982 with city board members in 1982. Following that comparison, the responses of county teachers in 1982 will be compared with the responses of city teachers in 1982.

Null hypothesis 3 stated that there would be no statistically significant differences in the way in which 1982 county board members and 1982 city board members perceived 35 selected issues and procedures. The data in Table 39 support the conclusion that hypothesis 3 was accepted with respect to statements 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, and 41, but was rejected with respect to statements 15, 20, and 24.

Table 39

Levels of Significant Difference Between the Board in the County Schools in 1982 and the Board in the City Schools in 1982 Concerning Responses on 35 Selected Questionnaire Statements

Statement	Prob. Level
7. Federal government control over local education.	0.5134
8. Kentucky government control over local education.	1.0000
9. Effect of desegregation of schools in Kentucky & U.S.	0.5488
10. Teachers' voice in determining school policy.	0.2850
11. <u>Single most</u> serious problem facing the district.	0.2326

Table 39 (Continued)

Levels of Significant Difference Between the Board in the County
Schools in 1982 and the Board in the City Schools in 1982
Concerning Responses on 35 Selected
Questionnaire Statements

Statement	Prob. Level
12. <u>One</u> concern the school board spends most time on.	0.4459
13. <u>One</u> concern the school board <u>should</u> spend most time.	0.1991
14. <u>Citizen interest</u> in what the school board is doing.	0.2019
15. Teacher interest in the actions of the school board.	0.0183 (*)
16. Board rating of teacher interest in board actions.	0.2850
17. Group interest in the actions of the school board.	0.0821
18. Organization <u>most</u> interested in school board activity.	0.1360
19. Election competition for the board in this district.	0.2850
20. Tight contests in school board elections.	0.0183 (*)
21. Campaigns involve the Supt. or his program as issues.	0.1490
22. Board policies have created public conflict.	0.2019
23. Board is unanimous in its decisions.	0.3114
24. Same division on the board when there is disagreement.	0.0285 (*)
25. Board reaches decisions at closed meetings.	0.3679
26. Board decisions are reached by a formal process.	0.1025
27. Board has standing committees made up of entire board.	1.0000
28. Extent to which the board handles personnel & hiring.	0.3679
29. Extent to which the board handles the school budget.	1.0000
30. Extent to which the board handles public relations.	0.3875
31. Extent to which the board handles new buildings.	0.3499
32. Extent to which the board handles teacher grievances.	1.0000
33. Extent to which the board handles salaries.	0.5488

Table 39 (Continued)

Levels of Significant Difference Between the Board in the County Schools in 1982 and the Board in the City Schools in 1982 Concerning Responses on 35 Selected Questionnaire Statements

Statement	Prob. Level
34. Extent to which the board handles instruction.	0.5488
35. Board members should use their own judgment.	1.0000
36. Board as a whole views Federal government control.	0.5488
37. Board as a whole views Kentucky government control.	0.3114
38. Board as a whole views effect of desegregation.	0.5488
39. Board as a whole views greater voice for teachers.	0.1025
40. Board membership aids in members' careers.	0.0821
41. Service on the board has been enjoyable.	1.0000

(*) Significant at the acceptable .05 level.

There were three statements where significant differences were found between the 1982 county school board and the 1982 city school board responses. The data in Table 40 report that suggest that there was considerable unanimity among the city board members (all of whom felt teachers had a "moderately high interest" in the affairs of the school board), whereas the county board members were polarized, with half of the respondents perceiving that teachers had a "moderately low interest" in the affairs of the school board and the other half of the respondents perceiving that teachers had a "very high interest" in the affairs of the school board.

Regarding the closeness of school board elections, as reported in the data in Table 41, all of the board members responding from the county perceived the elections to be "tight" contests, whereas most of the city board respondents felt it was only "occasionally tight." One city board member perceived board elections as "seldom tight."

Table 40

A Comparison of the Perceptions of County School Board Members With the Perceptions of City School Board Members in 1982 Regarding Teachers' Interest in the Activities of the School Board

School District	Observed Response Frequency			
	Very High	Moderately High	Moderately Low	Total
County	2	0	2	4
City	0	4	0	4
Total	2	4	2	8
$\chi^2 = 9.000$				
df = 2				
Significant at 0.0183 level				

Table 41

A Comparison of the Perceptions of County School Board Members With the Perceptions of City School Board Members in 1982 Regarding the Closeness of Competition in School Board Elections in Their School District

School District	Observed Response Frequency			
	Often Close	Sometimes Close	Seldom Close	Total
County	4	0	0	4
City	0	3	1	4
Total	4	3	1	8
$\chi^2 = 8.000$				
df = 2				
Significant at 0.0183 level				

The data in Table 42 show how city and county board members perceived the division of the school board when there was disagreement on issues. More of the county board members perceived similar groups of board members "sticking together" when there was disagreement on issues than did city board members.

Table 42

A Comparison of the Perceptions of County School Board Members With the Perceptions of City School Board Members in 1982 Regarding the Division of the School Board in Their School District When There was Disagreement on Issues

School District	Observed Response Frequency		
	Stick Together	Don't Stick Together	Total
County	4	0	4
City	1	3	4
Total	5	3	8
$\chi^2 = 4.800$ $df = 1$ Significant at 0.0285 level			

Null hypothesis 3 stated that there would be no statistically significant differences in the way in which 1982 county board members and 1982 city board members perceived 35 selected issues and procedures. The data support the conclusion that null hypothesis 3 was accepted with respect to statements 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, and 41, but was rejected with respect to statements regarding teacher interest in the actions of the school board, tight contests in school board elections, and divisions on the board when there was disagreement.

Null hypothesis 4 stated that there would be no statistically significant differences in the way in which 1982 county teachers and 1982 city teachers perceived 35 selected issues and procedures. The data in Table 43 support the conclusion that null hypothesis 4 was accepted with respect to statements 7, 8, 9, 10, 12, 13, 16, 18, 26, 27, 28, 31, 32, 33, 34, 35, 36, 37, 38, 39, and 41, but was rejected with respect to statements 11, 14, 15, 17, 19, 20, 21, 22, 23, 24, 25, 29, 30, and 40.

City and county teachers held significantly different views on 14 statements, whereas city and county board members held significantly different views on only three statements.

The data in Table 44 suggest a significant difference existed between city and county teachers in what they perceived to be the most serious problem facing the school district. City and county teachers both perceived lack of money as the most serious problem facing the school district, and the second greatest number of respondents perceived other problems. Open-ended comments by city teachers were listed following Table 44. Other problems identified by city teachers were listed separately. While 10 percent of the city teachers listed overcrowding as the most serious problem facing the school district, 24.42 percent of the county teachers identified that problem as most serious.

The following open-ended responses by city teachers in 1982 identified the single most serious problem facing the school district:

Lack of time to teach - 1

Not aware of a "single" serious problem - 1

Table 43

Levels of Significant Difference Between the Teachers in the County
Schools in 1982 and the Teachers in the City Schools in 1982
Concerning Responses on 35 Selected
Questionnaire Statements

Statement	Prob. Level
7. Federal government control over local education.	0.0698
8. Kentucky government control over local education.	0.1743
9. Effect of desegregation of schools in Kentucky & U.S.	0.2141
10. Teachers' voice in determining school policy.	0.8083
11. <u>Single most</u> serious problem facing the district.	0.0052 (*)
12. <u>One</u> concern the school board spends most time on.	0.3647
13. <u>One</u> concern the school board <u>should</u> spend most time.	0.7650
14. <u>Citizen interest</u> in what the school board is doing.	0.0001 (*)
15. Teacher interest in the actions of the school board.	0.0001 (*)
16. Board rating of teacher interest in board actions.	0.0502
17. Group interest in the actions of the school board.	0.0001 (*)
18. Organization <u>most</u> interested in school board activity.	0.4449
19. Election competition for the board in this district.	0.0001 (*)
20. Tight contests in school board elections.	0.0001 (*)
21. Campaigns involve the Supt. or his program as issues.	0.0001 (*)
22. Board policies have created public conflict.	0.0001 (*)
23. Board is unanimous in its decisions.	0.0001 (*)
24. Same division on the board when there is disagreement.	0.0001 (*)

Table 43 (Continued)

Levels of Significant Difference Between the Teachers in the County
Schools in 1982 and the Teachers in the City Schools in 1982
Concerning Responses on 35 Selected
Questionnaire Statements

Statement	Prob. Level
25. Board reaches decisions at closed meetings.	0.0035 (*)
26. Board decisions are reached by a formal process.	0.7143
27. Board has standing committees made up of entire board.	0.3603
28. Extent to which the board handles personnel & hiring.	0.0718
29. Extent to which the board handles the school budget.	0.0189 (*)
30. Extent to which the board handles public relations.	0.0001 (*)
31. Extent to which the board handles new buildings.	0.2107
32. Extent to which the board handles teacher grievances.	0.1238
33. Extent to which the board handles salaries.	0.8863
34. Extent to which the board handles instruction.	0.2728
35. Board members should use their own judgment.	0.2276
36. Board as a whole views Federal government control.	0.6696
37. Board as a whole views Kentucky government control.	0.2233
38. Board as a whole views effect of desegregation.	0.0681
39. Board as a whole views greater voice for teachers.	0.2964
40. Board membership aids in members' careers.	0.0005 (*)
41. Service on the board has been enjoyable.	0.0001 (*)

(*) Significant at the acceptable .05 level.

Table 44

A Comparison of the Perceptions of County Teachers With the Perceptions of City Teachers in 1982 Regarding the Single Most Serious Problem Facing the School District

School District	Observed Response Frequency							Total
	No Resp.	Lack of Money	Over-crowded	Lack Teachers	Too Many Militant Teachers	Racial Problems	Others Problems	
County	7	131	53	1	3	2	27	217
City	4	21	4	0	1	3	11	40
Total		152	57	1	4	5	38	257
$\chi^2 = 16.669$		df = 5		Significant at 0.0052 level				

Organization - 1
 Nepotism - 1
 Lack of communication - 1

County teachers, according to the data in Table 45, generally perceived citizen interest in the activities of the school board to be somewhat higher than city teachers. A greater percentage of county teachers than city teachers, according to the data in Table 46, perceived teacher interest in the activities of the school board to be either "moderately high" or "moderately low." However, a greater percentage of city teachers than county teachers, according to the data in Table 46, perceived teacher interest in the activities of the school board to either be "very high" or "very low."

Organized group interest in the activities of the school board was perceived to be higher by county teachers than city teachers, according to the data in Table 47.

Table 45

A Comparison of the Perceptions of County Teachers with the Perceptions of City Teachers in 1982 Regarding Citizen Interest in the Activities of the School Board

School District	Observed Response Frequency					Total
	No Resp.	Very High	Moderately High	Moderately Low	Very Low	
County	2	13	89	96	24	222
City	1	0	7	18	18	43
Total		13	96	114	42	265
$\chi^2 = 31.468$		$df = 4$		Significant at 0.0001 level		

Table 46

A Comparison of the Perceptions of County Teachers with the Perceptions of City Teachers in 1982 Regarding Teachers' Interest in the Activities of the School Board

School District	Observed Response Frequency					Total
	No Resp.	Very High	Moderately High	Moderately Low	Very Low	
County	2	63	117	40	2	222
City	0	13	19	6	6	44
Total		76	136	46	8	266
$\chi^2 = 20.880$		$df = 3$		Significant at 0.0001 level		

The data in Table 48 demonstrate that a greater percentage of county teachers responding to the questionnaire perceived competition for election to the school board to be greater in their school district.

County teachers responding to the questionnaire more often perceived the closeness of competition in school board elections to be tighter than their colleagues in the city, according to the data in Table 49. County teachers also more often perceived that school board elections involved the superintendent and/or his program as issues than did city teachers, as reported in the data in Table 50.

According to the data in Table 51, county teachers responding to the questionnaire more often perceived more conflict as a consequence of school board policies than did their colleagues in the city. City teachers responding to the questionnaire more often perceived unanimity of the school board in its decision-making process than did county teachers, as reported in the data in Table 52.

Most county teachers perceived the same board members sticking together when there was a disagreement on issues. Nineteen city teachers perceived the same board members sticking together when there was a disagreement on issues. Nearly an equal number of city teachers said they did not know if board members stuck together, according to the data in Table 53.

The data in Table 54 show that a greater percentage of county teachers perceived their board members reaching decisions at closed meetings than did city teachers.

Table 47

A Comparison of the Perceptions of County Teachers
With the Perceptions of City Teachers in 1982
Regarding Organized Group Interest in
the Activities of the School Board

Observed Response Frequency						
School District	No Resp.	Very High	Moderately High	Moderately Low	Very Low	Total
County	4	32	126	54	8	220
City	2	2	10	24	6	42
Total		34	136	78	14	262
$\chi^2 = 30.282$ $df = 3$ Significant at 0.0001 level						

Table 48

A Comparison of the Perceptions of County Teachers
With the Perceptions of City Teachers in 1982
Regarding Competition for Election to the
School Board in Their School District

Observed Response Frequency						
School District	No Resp.	Great Deal	Some	None	Don't Know	Total
County	3	91	114	5	11	221
City	0	0	16	24	4	44
Total		91	130	29	15	265
$\chi^2 = 112.605$ $df = 3$ Significant at 0.0001 level						

Table 49

A Comparison of the Perceptions of County Teachers with the Perceptions of City Teachers in 1982 Regarding the Closeness of Competition in School Board Elections in Their School District

School District	Observed Response Frequency				
	Often Tight	Sometimes Tight	Seldom Tight	Don't Know	Total
County	3	79	112	30	221
City	0	3	11	30	44
Total		82	123	60	265
$\chi^2 = 80.628$		df = 4	Significant at 0.0001 level		

Table 50

A Comparison of the Perceptions of County Teachers with the Perceptions of City Teachers in 1982 Regarding the Extent to Which School Board Elections Involve the Superintendent and/or His Program as Issues

School District	Observed Response Frequency						
	No Resp.	Usually	Some-times	Rarely	Never	Don't Know	Total
County	4	68	99	29	5	19	220
City	0	1	5	16	7	15	44
Total		69	104	45	12	34	264
$\chi^2 = 67.042$		df = 4	Significant at 0.0001 level				

Table 51

A Comparison of the Perceptions of County Teachers with the Perceptions of City Teachers in 1982 Regarding Board Conflict as a Consequence of Board Policies

Observed Response Frequency							
School District	No Resp.	Great Conflict	Moderate Conflict	Little Conflict	No Conflict	Don't Know	Total
County	4	27	101	59	20	13	220
City	0	2	6	8	23	5	44
Total		29	107	67	43	18	264
$\chi^2 = 56.070$		df = 4		Significant at 0.0001 level			

Table 52

A Comparison of the Perceptions of County Teachers with the Perceptions of City Teachers in 1982 Regarding the Unanimity of School Board Decisions

Observed Response Frequency							
School District	No Resp.	Always Unanimous	Usually Unanimous	Sometimes Unanimous	Usually Split	Don't Know	Total
County	4	7	44	61	89	19	220
City	1	3	20	6	1	13	43
Total		10	64	67	90	32	263
$\chi^2 = 43.499$		df = 4		Significant at 0.0001 level			

Table 53

A Comparison of the Perceptions of County Teachers with the Perceptions of City Teachers in 1982 Regarding the Division of the School Board in Their School District When There was Disagreement on Issues

School District	Observed Response Frequency				Total
	No Resp.	Stick Together	Don't Stick Together	Don't Know	
County	4	181	6	33	220
City	1	19	4	20	43
Total		200	10	53	263
$\chi^2 = 30.839$		df = 3		Significant at 0.0001 level	

Table 54

A Comparison of the Perceptions of County Teachers with the Perceptions of City Teachers in 1982 Regarding the Extent to Which the School Board Reaches Decisions at Closed Meetings

School District	Observed Response Frequency						Total
	No Resp.	Always	Usually	Sometimes	Never	Don't Know	
County	4	9	68	93	8	42	220
City	1	5	5	17	0	16	43
Total		14	73	110	8	58	263
$\chi^2 = 15.639$		df = 4		Significant at 0.0035 level			

The data in Table 55 demonstrate that the greatest number of city and county teachers perceived the school board and the superintendent jointly being responsible for the development of the school budget, with the superintendent taking the lead in the budget development. A greater percentage of the county teachers perceived the superintendent being more involved in the budget-making process, whereas a greater percentage of the city teachers perceived the board as being more involved in the budget-making process.

The data in Table 56 report that while 69.23 percent of the county teachers felt that public relations was a responsibility shared by both the superintendent and school board, only 35 percent of the city teachers held this view. Only 1.92 percent of the county teachers felt that public relations was the exclusive domain of the superintendent, whereas 25 percent of the city teachers held this view.

The data in Table 57 indicate how county teachers perceived board members as a whole perceiving board membership helping board members' careers. A greater percentage of county teachers responding to the questionnaire than city teachers responding to the questionnaire saw board membership as being beneficial to board members' careers.

The data in Table 58 compared how county and city teachers perceived the school board enjoying their experience as school board members. The greatest number of respondents, both in the city and in the county, perceived service on the school board as enjoyable but frustrating. A greater percentage of city teachers responding to the questionnaire, however, perceived board service to be enjoyable.

Table 55

A Comparison of the Perceptions of County Teachers with the Perceptions of City Teachers in 1982 Regarding the Extent to Which the School Board Handles the School Budget

School District	Observed Response Frequency						Total
	No Resp.	Entirely by Supt.	Both Bd. & Supt. S./lead	Both Bd. & Supt. Bd./lead	Entirely by Bd.	Don't Know	
County	12	11	127	27	1	46	212
City	3	6	18	10	1	6	41
Total		17	145	37	2	52	253
$\chi^2 = 11.804$		$df = 4$		Significant at 0.0189 level			

Table 56

A Comparison of the Perceptions of County Teachers with the Perceptions of City Teachers in 1982 Regarding the Extent to Which the School Board Handles Public Relations

School District	Observed Response Frequency						Total
	No Resp.	Entirely by Supt.	Both Bd. & Supt. S./lead	Both Bd. & Supt. Bd./lead	Entirely by Bd.	Don't Know	
County	16	4	71	73	12	48	208
City	4	10	9	5	1	15	40
Total		14	80	78	13	63	248
$\chi^2 = 41.934$		$df = 4$		Significant at 0.0001 level			

Table 57

A Comparison of the Perceptions of County Teachers with the Perceptions of City Teachers in 1982 Regarding the Extent to Which Board Membership Helped Board Members' Careers

Predictions About Board Members Attitudes						
Observed Response Frequency Regarding Whether Teachers Felt that Board Membership Aided Board Members' Careers						
School District	No Resp.	Very Helpful	Fairly Helpful	Not Helpful	Don't Know	Total
County	17	43	126	36	2	207
City	6	10	11	17	0	38
Total		53	137	53	2	245
$X^2 = 17.772$		df = 3		Significant at 0.0005 level		

Table 58

A Comparison of the Perceptions of County Teachers with the Perceptions of City Teachers in 1982 Regarding how Board Members Find Board Membership an Enjoyable Experience

Predictions About Board Members Attitudes						
Observed Response Frequency Regarding Whether Teachers Felt that Board Membership was Enjoyed						
School District	No Resp.	Very Enjoyable	Enjoy But Frustr.	Not Enjoyable	Don't Know	Total
County	9	13	148	7	47	215
City	0	12	19	1	12	44
Total		25	167	8	59	259
$X^2 = 21.361$		df = 3		Significant at 0.0001 level		

Null hypothesis 4 stated that there would be no statistically significant differences in the way in which 1982 county teachers and 1982 city teachers perceived 35 selected issues and procedures. The data support the conclusion that null hypothesis 4 was accepted with respect to statements 7, 8, 9, 10, 12, 13, 16, 18, 26, 27, 28, 31, 32, 33, 34, 35, 36, 37, 38, 39, and 41, but was rejected with respect to statements regarding the single most serious problem facing the district, one concern the school board spends most time on, citizen interest in what the school board was doing, teachers interest in the actions of the school board, group interest in the actions of the school board, election competition for the board in this district, tight contests in school board elections, campaigns involve the Supt. or his program as issues, board policies have created public conflict, board was unanimous in its decisions, same division on the board when there was disagreement, board reaches decisions at closed meetings, extent to which the board handles the school budget, extent to which the board handles public relations, extent to which the board handles new buildings, board membership aids in members' careers, and service on the board has been enjoyable.

Chapter 6

COMPARING TEACHERS' AND BOARD MEMBERS' PERCEPTIONS

One of the fundamental concerns of this study was the comparison of what teachers and school board members perceived on the same questions. This chapter presents the findings which compare:

1. The responses of 1973 county teachers with the responses of 1973 county board members.
2. The responses of 1982 county teachers with the responses of 1982 county board members in 1982.
3. The responses of 1982 city teachers with the responses of 1982 city board members in 1973.

1973 Comparison of County Teachers With County Board Members

Null hypothesis 5 stated that there would be no statistically significant differences in the way in which 1973 county board members and 1973 county teachers perceived 35 selected issues and procedures. The data in Table 59 support the conclusion that null hypothesis 5 was accepted in respect to statements 11, 12, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 28, 30, 31, 32, 33, 34, 38, 39, and 40, but was rejected with respect to statements 21, 22, 24, 26, 27, 29, 35, 36, 37, and 41.

The data in Table 60 reported the extent to which 1973 board members and teachers in the county perceived school board elections involving the superintendent and/or his program as issues. A greater

Table 59

Levels of Significant Difference Between Teachers in the County
Schools in 1973 and the Board in the County Schools
in 1973 Concerning Responses on 35 Selected
Questionnaire Statements

Statement	Prob. Level
7. Federal government control over local education.	(**)
8. Kentucky government control over local education.	(**)
9. Effect of desegregation of schools in Kentucky & U.S.	(**)
10. Teachers' voice in determining school policy.	(**)
11. <u>Single most</u> serious problem facing the district.	0.9614
12. <u>One</u> concern the school board spends most time on.	0.6198
13. <u>One</u> concern the school board <u>should</u> spend most time.	(**)
14. <u>Citizen interest</u> in what the school board is doing.	0.6188
15. Teacher interest in the actions of the school board.	0.6833
16. Board rating of teacher interest in board actions.	0.8125
17. Group interest in the actions of the school board.	0.8756
18. Organization <u>most</u> interested in school board activity.	0.8683
19. Election competition for the board in this district.	0.4722
20. Tight contests in school board elections.	0.6699
21. Campaigns involve the Supt. or his program as issues.	0.0104 (*)
22. Board policies have created public conflict.	0.0050 (*)
23. Board is unanimous in its decisions.	0.0860
24. Same division on the board when there is disagreement.	0.0318 (*)

Table 59 (Continued)

Levels of Significant Difference Between Teachers in the County Schools in 1973 and the Board in the County Schools in 1973 Concerning Responses on 35 Selected Questionnaire Statements

Statement	Prob. Level
25. Board reaches decisions at closed meetings.	0.5538
26. Board decisions are reached by a formal process.	0.0005 (*)
27. Board has standing committees made up of entire board.	0.0005 (*)
28. Extent to which the board handles personnel & hiring.	0.3473
29. Extent to which the board handles the school budget.	0.0066 (*)
30. Extent to which the board handles public relations.	0.3533
31. Extent to which the board handles new buildings.	0.3559
32. Extent to which the board handles teacher grievances.	0.2909
33. Extent to which the board handles salaries.	0.1497
34. Extent to which the board handles instruction.	0.1300
35. Board members should use their own judgment.	0.0001 (*)
36. Board as a whole views Federal government control.	0.0177 (*)
37. Board as a whole views Kentucky government control.	0.0133 (*)
38. Board as a whole views effect of desegregation.	0.1037
39. Board as a whole views greater voice for teachers.	0.6593
40. Board membership aids in members' careers.	0.3654
41. Service on the board has been enjoyable.	0.0041 (*)

(*) Significant at the acceptable .05 level.

(**) Insufficient response.

percentage of teachers saw the superintendent and/or his program as issues in school board elections than did school board members.

The data in Table 61 reported the extent to which 1973 board members and teachers in the county perceived board conflict as a consequence of board policies in the county school district. As in Table 60, the data suggested that a greater percentage of teachers saw board conflict as a consequence of board policies in the county than did school board members.

The data in Table 62 reported what 1973 board members and teachers in the county perceived about the division of the school board when there was disagreement on issues. A slightly greater percentage of teachers perceived the same members of the board sticking together when there was a division of the board than did school board members.

The extent to which 1973 board members and teachers in the county perceived the board decision making as being a formal process was reported in the data in Table 63. A greater percentage of teachers saw the board decision-making process as being informal than did the board itself.

The data in Table 64 reported the extent to which 1973 board members and teachers in the county perceived the school board as having standing committees made up entirely of school board members. The school board indicated that this was not a practice of the board, but six teachers thought it was, while a majority of teachers indicated that they did not know whether the school board had such committees.

Table 60

A Comparison of the Perceptions of County Teachers and School Board Members in 1973 Regarding the Extent to Which School Board Elections Involve the Superintendent and/or His Program as Issues

Groups Resp.	Observed Response Frequency						Total
	No Resp.	Usually	Some- times	Rarely	Never	Don't Know	
Teachers	2	34	34	22	6	17	113
Board	0	1	0	1	2	0	4
Total		35	34	23	8	17	117
$\chi^2 = 13.183$		df = 4		Significant at 0.0104 level			

Table 61

A Comparison of the Perceptions of County Teachers and School Board Members in 1973 Regarding the Extent to Which Board Conflict is a Consequence of Board Policies

Groups Resp.	Observed Response Frequency						Total
	No Resp.	Great Conflict	Moderate Conflict	Little Conflict	No Conflict	Don't Know	
Teachers	1	15	44	31	12	12	114
Board	0	0	1	0	3	0	4
Total		15	45	31	15	12	118
$\chi^2 = 14.859$		df = 4		Significant at 0.0050 level			

Table 62

A Comparison of the Perceptions of County Teachers
and School Board Members in 1973 Regarding the
Division of the County School District Board
When There was Disagreement on Issues

Groups Resp.	Observed Response Frequency			
	Stick Together	Don't Stick Together	Don't Know	Total
Teachers	80	3	32	115
Board	3	1	0	4
Total	83	4	32	119
$\chi^2 = 6.895$ $df = 2$ Significant at 0.0318 level				

Table 63

A Comparison of the Perceptions of County Teachers and
School Board Members in 1973 Regarding the Formality
of the Board's Decision-Making Process

Groups Resp.	Observed Response Frequency				
	No Resp.	Formal	Informal	Don't Know	Total
Teachers	1	12	34	68	114
Board	0	3	1	0	4
Total		15	35	68	118
$\chi^2 = 15.053$ $df = 2$ Significant at 0.0005 level					

The data in Table 65 reported that most board members indicated that the school budget was handled entirely by the superintendent, whereas a greater percentage of county teachers in 1973 thought the board had a substantive role in the school budget process.

The data in Table 66 reported the extent to which 1973 board members and teachers in the county perceived that board members as a whole vote the views of their constituents. Half of the school board members indicated that they represented the views of the public, whereas more than half of the county teachers thought that the board members represented their own views.

The data in Table 67 reported on the extent to which 1973 board members and teachers in the county perceived board members as a whole agree with the level of control by the federal government. A substantially large percentage of teachers indicated that they had no idea about what board members' thinking might be about the level of control by the federal government.

The data in Table 68 reported on the extent to which 1973 board members and teachers in the county perceived board members as a whole agree with the level of control by the state government. As in Table 67 the data show that a large percentage of teachers indicated that they had no idea about what board members' thinking might be about the level of control by the state government.

The extent to which 1973 board members and teachers in the county perceived board members as a whole in the county school district finding board membership to be an enjoyable experience was reported in the data in Table 69. A greater percentage of teachers saw board service as being "enjoyable but frustrating" than did the board itself.

Table 64

A Comparison of the Perceptions of County Teachers and School Board Members in 1973 Regarding the Extent to Which the School Board Has Standing Committees Made Up Entirely of School Board Members

Groups Resp.	Observed Response Frequency				
	No Resp.	Yes	No	Don't Know	Total
Teachers	1	6	21	87	114
Board	0	0	4	0	4
Total		6	25	87	118
$\chi^2 = 15.402$ $df = 2$ Significant at 0.0005 level					

Table 65

A Comparison of the Perceptions of County Teachers and School Board Members in 1973 Regarding the Extent to Which the School Board Handles the School Budget

Groups Resp.	Observed Response Frequency						
	No Resp.	Entirely by Supt.	Both Bd. & Supt.	Both Bd. & Supt. S./lead	Entirely by Bd. Bd./lead	Don't Know	Total
Teachers	5	12	44	11	2	41	110
Board	0	3	1	0	0	0	4
Total		15	45	11	2	41	114
$\chi^2 = 14.233$ $df = 4$ Significant at 0.0066 level							

Table 66

A Comparison of the Perceptions of County Teachers
and School Board Members in 1973 Regarding
the Extent to Which Board Members Vote
the Views of Their Constituents

Predictions About Board Members' Attitudes					
Observed Response Frequency Regarding Representative Voting					
Groups Resp.	No Resp.	Rep. Public	Own Judgment	Don't Know	Total
Teachers	1	21	53	40	114
Board	0	2	1	1	4
Total		23	54	41	118
$\chi^2 = 32.271$		df = 3		Significant at 0.0001 level	

Table 67

A Comparison of the Perceptions of County Teachers
and School Board Members in 1973 Regarding the
Extent to Which Board Members Agree with the
Level of Control by the Federal Government

Predictions About Board Member's Attitudes						
Observed Response Frequency Regarding Pressure Exerted by the Federal Government on Local School District Affairs						
Groups Resp.	No Resp.	Too Much	Too Little	About Right	Don't Know	Total
Teachers	1	27	1	5	81	114
Board	0	3	0	1	0	4
Total		30	1	6	81	118
$\chi^2 = 10.109$		df = 3		Significant at 0.0177 level		

Table 68

A Comparison of the Perceptions of County Teachers
and School Board Members in 1973 Regarding the
Extent to Which Board Members Agree with the
Level of Control by the State Government

Predictions About Board Members' Attitudes						
Observed Response Frequency Regarding Pressure Exerted by the Kentucky Government on Local School District Affairs						
Groups Resp.	No Resp.	Too Much	Too Little	About Right	Don't Know	Total
Teachers	2	15	3	18	77	113
Board	0	1	0	3	0	4
Total		16	3	21	77	117
$\chi^2 = 10.731$		df = 3		Significant at 0.0133 level		

Table 69

A Comparison of the Perceptions of County Teachers
and School Board Members in 1973 Regarding the
Extent to Which Board Members Find Board
Membership an Enjoyable Experience

Predictions About Board Member's Attitudes						
Observed Response Frequency Regarding Whether Teachers Felt that Board Membership was Enjoyed						
Groups Resp.	No Resp.	Very Enjoy- able	Enjoy But Frustr.	Not Enjoy able	Don't Know	Total
Teachers	2	6	51	3	53	113
Board	0	2	2	0	0	4
Total		8	53	3	53	117
$\chi^2 = 13.287$		df = 3		Significant at 0.0041 level		

Null hypothesis 5 stated that there would be no statistically significant differences in the way in which 1973 county board members and 1973 county teachers perceived 35 selected issues and procedures. The data support the conclusion that null hypothesis 5 was accepted with respect to statements 11, 12, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 28, 30, 31, 32, 33, 34, 38, 39, and 40 but was rejected with respect to statements regarding whether board election campaigns involve the superintendent or his program as issues, board policies have created public conflict, same division on the board when there was disagreement, board decisions were reached by a formal process, board has standing committees made up of entire board, extent to which the board handles the school budget, board members should use their own judgment, board as a whole views Federal government control, board as a whole views Kentucky government control, and service on the board has been enjoyable.

1982 Comparison of County Teachers With County Board Members

The data in Table 70 report the responses of county teachers with the responses of county board members in 1982. While there were ten significant differences found between issues and procedures perceived by 1973 county teachers and board members, there were only two significant differences found between issues and procedures perceived by 1982 teachers and board members in the same school district.

Null hypothesis 6 stated that there would be no statistically significant differences in the way in which 1982 county board members and 1982 county teachers perceived 35 selected issues and procedures.

The data in Table 70 support the conclusion that null hypothesis 6 was accepted with respect to statements 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, and 41, but was rejected with respect to statements 10, and 22.

The data in Table 71 reported the extent to which 1982 board members and teachers in the county perceived the force of the teachers' voice in determining school policy. Most school board members felt that teachers had an adequate voice in determining school policy. Most teachers, however, felt that teachers should have a greater voice in determining school policy.

The data in Table 72 reported the extent to which 1982 board members and teachers in the county perceived board conflict as a consequence of board policies in the county school district. A plurality of teachers perceived there was moderate board conflict as a consequence of board policies, whereas board members were polarized on this issue; half of the board members responding perceived "great conflict" and the other half perceived "no conflict."

Null hypothesis 6 stated that there would be no statistically significant differences in the way in which 1982 county board members and 1982 county teachers perceived 35 selected issues and procedures. The data support the conclusion that null hypothesis 6 was accepted with respect to statements 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, and 41, but was rejected with respect to statements regarding the teachers' voice in determining school policy, and whether board policies have created public conflict.

Table 70

Levels of Significant Difference Between Teachers in the County
Schools in 1982 and the Board in the County Schools
in 1982 Concerning Responses on 35 Selected
Questionnaire Statements

Statement	Prob. Level
7. Federal government control over local education.	0.7029
8. Kentucky government control over local education.	0.5004
9. Effect of desegregation of schools in Kentucky & U.S.	0.7869
10. Teachers' voice in determining school policy.	0.0001 (*)
11. <u>Single most</u> serious problem facing the district.	0.3713
12. <u>One</u> concern the school board spends most time on.	0.4761
13. <u>One</u> concern the school board <u>should</u> spend most time.	0.1937
14. <u>Citizen interest</u> in what the school board is doing.	0.9379
15. Teacher interest in the actions of the school board.	0.1758
16. Board rating of teacher interest in board actions.	0.3495
17. Group interest in the actions of the school board.	0.6519
18. Organization <u>most</u> interested in school board activity.	0.8686
19. Election competition for the board in this district.	0.2966
20. Tight contests in school board elections.	0.1376
21. Campaigns involve the Supt. or his program as issues.	0.9228
22. Board policies have created public conflict.	0.0068 (*)
23. Board is unanimous in its decisions.	0.6557
24. Same division on the board when there is disagreement.	0.8354
25. Board reaches decisions at closed meetings.	0.1070

Table 70 (Continued)

Levels of Significant Difference Between Teachers in the County Schools in 1982 and the Board in the County Schools in 1982 Concerning Responses on 35 Selected Questionnaire Statements

Statement	Prob. Level
26. Board decisions are reached by a formal process.	0.2716
27. Board has standing committees made up of entire board.	0.0686
28. Extent to which the board handles personnel & hiring.	0.9065
29. Extent to which the board handles the school budget.	0.3646
30. Extent to which the board handles public relations.	0.5461
31. Extent to which the board handles new buildings.	0.4665
32. Extent to which the board handles teacher grievances.	0.8031
33. Extent to which the board handles salaries.	0.6207
34. Extent to which the board handles instruction.	0.2344
35. Board members should use their own judgment.	0.6395
36. Board as a whole views Federal government control.	0.5275
37. Board as a whole views Kentucky government control.	0.2462
38. Board as a whole views effect of desegregation.	0.5675
39. Board as a whole views greater voice for teachers.	0.1507
40. Board membership aids in members' careers.	0.0763
41. Service on the board has been enjoyable.	0.3571

(*) Significant at the acceptable .05 level.

Table 71

A Comparison of the Perceptions of County Teachers
and School Board Members in 1982 Regarding the
Force of the Teachers' Voice
in Determining School Policy

Groups Resp.	Observed Response Frequency				Total
	No Resp.	Have More Voice	Have an Adequate Voice	Have Too Much Voice	
Teachers	4	174	43	3	220
Board	0	0	3	1	4
Total		174	46	4	224
$\chi^2 = 26.089$		df = 3	Significant at 0.0001 level		

Table 72

A Comparison of the Perceptions of County Teachers
and School Board Members in 1982 Regarding Board
Conflict as a Consequence of Board Policies

Groups Resp.	Observed Response Frequency						Total
	No Resp.	Great Conflict	Moderate Conflict	Little Conflict	No Conflict	Don't Know	
Teachers	4	27	101	59	20	13	220
Board	0	2	0	0	2	0	4
Total		29	101	59	22	13	224
$\chi^2 = 14.159$		df = 4	Significant at 0.0068 level				

1982 Comparison of City Teachers With City Board Members

Null hypothesis 7 stated that there would be no statistically significant differences in the way in which 1982 city board members and 1982 city teachers perceived 35 selected issues and procedures. The data in Table 73 support the conclusion that null hypothesis 6 was accepted with respect to statements 7, 8, 9, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 25, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, and 41, but was rejected with respect to statements 10, 11, 18, 24, 26, and 27.

Table 73

Levels of Significant Difference Between Teachers in the City Schools in 1982 and the Board in the City Schools in 1982 Concerning Responses on 35 Selected Questionnaire Statements

<u>Statement</u>	<u>Prob. Level</u>
7. Federal government control over local education.	0.4094
8. Kentucky government control over local education.	0.2564
9. Effect of desegregation of schools in Kentucky & U.S.	0.3378
10. Teachers' voice in determining school policy.	0.0001 (*)
11. <u>Single most</u> serious problem facing the district.	0.0110 (*)
12. <u>One</u> concern the school board spends most time on.	0.5605
13. <u>One</u> concern the school board <u>should</u> spend most time.	0.4355
14. <u>Citizen interest</u> in what the school board is doing.	0.4049
15. Teacher interest in the actions of the school board.	0.1916
16. Board rating of teacher interest in board actions.	0.2407
17. Group interest in the actions of the school board.	0.8103
18. Organization <u>most</u> interested in school board activity.	0.0039 (*)
19. Election competition for the board in this district.	0.3071

Table 73 (Continued)

Levels of Significant Difference Between Teachers in the City Schools in 1982 and the Board in the City Schools in 1982 Concerning Responses on 35 Selected Questionnaire Statements

Statement	Prob. Level
20. Tight contests in school board elections.	0.2090
21. Campaigns involve the Supt. or his program as issues.	0.3590
22. Board policies have created public conflict.	0.8048
23. Board is unanimous in its decisions.	0.0591
24. Same division on the board when there is disagreement.	0.0017 (*)
25. Board reaches decisions at closed meetings.	0.3146
26. Board decisions are reached by a formal process.	0.0017 (*)
27. Board has standing committees made up of entire board.	0.0040 (*)
28. Extent to which the board handles personnel & hiring.	0.8567
29. Extent to which the board handles the school budget.	0.6153
30. Extent to which the board handles public relations.	0.6836
31. Extent to which the board handles new buildings.	0.1460
32. Extent to which the board handles teacher grievances.	0.6982
33. Extent to which the board handles salaries.	0.9146
34. Extent to which the board handles instruction.	0.8133
35. Board members should use their own judgment.	0.8449
36. Board as a whole views Federal government control.	0.2594
37. Board as a whole views Kentucky government control.	0.2957
38. Board as a whole views effect of desegregation.	0.2417
39. Board as a whole views greater voice for teachers.	0.1854
40. Board membership aids in members' careers.	0.3953
41. Service on the board has been enjoyable.	0.5727

(*) Significant at the acceptable .05 level.

The data in Table 74 report the extent to which 1982 board members and teachers in the city perceived the need of the teachers having a greater voice in determining school policy. The largest percentage of responding teachers felt that teachers needed a greater voice in determining school policy; the largest percentage of responding city board members felt, however, that teachers had an adequate voice.

The data in Table 75 indicate the problem which 1982 board members and teachers in the city perceived as the single most serious problem facing the school district. Most respondents identified "lack of money" as the most serious problem facing the schools. Eleven teachers, the second greatest response, indicated other problems as "most serious."

The organization that the 1982 board members and teachers in the city perceived to be the most interested in activities of the city school district was reported in the data in Table 76. A greater percentage of teachers saw teachers' organizations as being most interested in activities of the city school district, whereas all of the board members responding to this questions saw parents' organizations as being most interested in activities of the city school district.

The data in Table 77 show the extent to which 1982 board members and teachers in the city perceived the division of the city school district board when there was a disagreement on issues. A large percentage of teachers perceived board members as sticking together on such issues, whereas 75 percent of the board members responding to the questionnaire indicated that they did not stick together.

Table 74

A Comparison of the Perceptions of City Teachers
and School Board Members in 1982 Regarding the
Force of the Teachers' Voice
in Determining School Policy

Groups Resp.	Observed Response Frequency		
	Have More Voice	Have an Adequate Voice	Total
Teachers	37	7	44
Board	0	4	4
Total	37	11	48
$\chi^2 = 14.678$			df = 1 Significant at 0.0001 level

Table 75

A Comparison of the Perceptions of City Teachers and
School Board Members in 1982 Regarding the Single
Most Serious Problem Facing the School District

Groups Resp.	Observed Response Frequency							Total
	No Resp.	Lack of Money	Over- crowd- ed	Lack Teach- -ers	Too Many Militant Teachers	Racial Prob- lems	Other Prob- lems	
Teachers	4	21	4	0	1	3	11	40
Board	1	2	0	1	0	0	0	3
Total		23	4	1	1	3	11	43
$\chi^2 = 14.863$			df = 5		Significant at 0.0110 level			

Teachers indicated the following "other serious problems" in
response to the question reported in the data in Table 75:

Lack of time to teach.
Not aware of a "single" serious problem.
Organization.
Nepotism.
Lack of communication.

Table 76

A Comparison of the Perceptions of City Teachers
and School Board Members in 1982 Regarding the
Organization Most Interested in Activities
of the School Board

Observed Response Frequency								
Groups Resp.	No Resp.	Civic Groups	Tax Payers	Teach- ers	Polit- icians	Parents	Other	Total
Teachers	13	2	5	19	0	2	3	31
Board	2	0	0	0	0	2	0	2
Total		2	5	19	0	4	3	33
$\chi^2 = 15.435$ $df = 4$ Significant at 0.0039 level								

Table 77

A Comparison of the Perceptions of City Teachers
and School Board Members in 1982 Regarding the
Division of the City School District Board
When There was a Disagreement on Issues

Observed Response Frequency					
Groups Resp.	No Resp.	Stick Together	Don't Stick Together	Don't Know	Total
Teachers	1	19	4	20	43
Board	0	1	3	0	4
Total		20	7	20	47
$\chi^2 = 12.783$ $df = 2$ Significant at 0.0017 level					

The data in Table 78 report on the extent to which 1982 board members and teachers in the city perceived the board's decision-making process to be a formal process. All of the board members perceived the process to be formal, whereas a large percentage of teachers perceived the process to be informal.

The extent to which board members and teachers in city school district in 1982 perceived the school board as having standing committees made up entirely of school board members was reported in the data in Table 79. City teachers generally indicated that they did not know whether this was the case, with board members generally indicating that there were no such committees of the whole.

Null hypothesis 7 stated that there would be no statistically significant differences in the way in which 1982 city board members and 1982 city teachers perceived 35 selected issues and procedures. The data supports the conclusion that null hypothesis 7 was accepted with respect to statements 7, 8, 9, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 25, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, and 41, but was rejected with respect to statements regarding the teachers' voice in determining school policy, single most serious problem facing the district, organization most interested in school board activity, same division on the board when there was disagreement, board decisions were reached by a formal process, and board has standing committees made up of entire board.

Table 78

A Comparison of the Perceptions of City Teachers and School Board Members in 1982 Regarding the Formality or Informality of the Board's Decision-Making Process

Year of Resp.	Observed Response Frequency				Total
	No Resp.	Formal	Informal	Don't Know	
Teachers	1	8	19	16	43
Board	0	4	0	0	4
Total		12	19	16	47
$\chi^2 = 12.752$ $df = 2$ Significant at 0.0017 level					

Table 79

A Comparison of the Perceptions of City Teachers and School Board Members in 1982 Regarding the Extent to Which the School Board Has Standing Committees Made Up Entirely of School Board Members

Groups Resp.	Observed Response Frequency				Total
	No Resp.	Yes	No	Don't Know	
Teachers	1	4	6	33	43
Board	0	1	3	0	4
Total		5	9	33	47
$\chi^2 = 11.040$ $df = 2$ Significant at 0.0040 level					

Chapter 7

COMPARISON OF TEACHERS' PERCEPTIONS BY DEMOGRAPHIC DATA

A comparison of what various sub-groups of 1982 teachers perceived on 35 selected issues and procedures was another of the fundamental concerns of this study. Tables providing a detailed breakdown of responses were only provided when probability levels were .05 or less. This chapter presents the findings which compare:

1. The responses of male county teachers with the responses of female county teachers.
2. The responses of male city teachers with the responses of female city teachers.
3. The responses of county teachers who were 20-29, 30-39, 40-49, 50-59, and 60-69 years old.
4. The responses of city teachers who were 20-29, 30-39, 40-49, 50-59, and 60-69 years old.
5. The responses of county teachers who had completed less than a Bachelor's degree, who had completed a Bachelor's degree, who had completed additional graduate work beyond the Bachelor's degree, who had completed the Master's degree or Rank II, who had completed additional graduate work beyond the Master's degree or Rank II, who had completed Rank I, or who had completed additional graduate work beyond Rank I.
6. The responses of city teachers who had completed less than a Bachelor's degree, who had completed a Bachelor's degree, who

have completed additional graduate work beyond the Bachelor's degree, who had completed the Master's degree or Rank II, who had completed additional graduate work beyond the Master's degree or Rank II, who had completed Rank I, or who had completed additional graduate work beyond Rank I.

7. The responses of county teachers who had taught 1 year or less within the school district, who had taught 2 - 3 years within the school district, who had taught 4 - 5 years within the school district, who had taught 6 - 7 years within the school district, who had taught 8 - 13 years within the school district, who had taught 14 - 21 years within the school district, or who had taught 22 or more years within the county school district.
8. The responses of city teachers who had taught 1 year or less within the school district, who had taught 2 - 3 years within the school district, who had taught 4 - 5 years within the school district, who had taught 6 - 7 years within the school district, who had taught 8 - 13 years within the school district, who had taught 14 - 21 years within the school district, or who had taught 22 or more years within the city school district.

1982 Comparison of County Teachers by Sex

Null hypothesis 8 stated that there would be no statistically significant differences in the way in which men teachers in the county

school district in 1982 and women teachers in the county school district in 1982 perceived 35 selected issues and procedures. The data in Table 80 support the conclusion that null hypothesis 8 was accepted with respect to statements 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 34, 35, 38, 39, 40, and 41, but was rejected with respect to statements 19, 29, 36, and 37.

The data in Table 81 report the extent to which male and female teachers in the county perceived competition for election to the county school board school board to be competitive. A greater percentage of male teachers saw the degree of competition to be a "Great Deal" whereas a greater percentage of female teachers saw the degree of competition to be "Some." Most teachers in the county perceived the election to the county school board school board to be competitive to some degree, however.

The data in Table 82 indicate the extent to which male and female teachers in the county perceived the superintendent or school board taking primary responsibility for handling the school budget. A majority of both male and female teachers saw the school budget as being handled jointly by both the school board and the superintendent with the superintendent taking the lead.

The data in Table 83 indicate the extent to which male and female teachers in the county perceived board members' attitudes regarding pressure exerted by the federal government on local school district affairs. A plurality of both male and female teachers indicated that they "Don't Know" what board members felt about pressure exerted by

Table 80

Levels of Significant Difference Between Teachers in the
County Schools in 1982 Differentiated by Sex Concerning
Responses on 35 Selected Questionnaire Statements

Statement	Prob. Level
7. Federal government control over local education.	0.1315
8. Kentucky government control over local education.	0.3812
9. Effect of desegregation of schools in Kentucky & U.S.	0.7226
10. Teachers' voice in determining school policy.	0.1098
11. <u>Single most serious</u> problem facing the district.	0.5351
12. <u>One</u> concern the School Board spends most time on.	0.8971
13. <u>One</u> concern the School Board <u>should</u> spend most time.	0.3335
14. <u>Citizen interest</u> in what the school board is doing.	0.3403
15. Teacher interest in the actions of the school board.	0.8106
16. Board rating of teacher interest in board actions.	0.7829
17. Group interest in the actions of the school board.	0.8441
18. Organization <u>most</u> interested in school board activity.	0.4778
19. Election competition for the board in this district.	0.0139 (#)
20. Tight contests in school board elections.	0.8636
21. Campaigns involve the Supt. or his program as issues.	0.1270
22. Board policies have created public conflict.	0.8006
23. Board is unanimous in its decisions.	0.9749
24. Same division on the board when there is disagreement.	0.9253

Table 80 (Continued)

Levels of Significant Difference Between Teachers in the
County Schools in 1982 Differentiated by Sex Concerning
Responses on 35 Selected Questionnaire Statements

Statement	Prob. Level
25. Board reaches decisions at closed meetings.	0.3761
26. Board decisions are reached by a formal process.	0.0765
27. Board has standing committees made up entire board.	0.2026
28. Extent to which the board handles personnel & hiring.	0.7826
29. Extent to which the board handles the school budget.	0.0345 (*)
30. Extent to which the board handles public relations.	0.4541
31. Extent to which the board handles new buildings.	0.5282
32. Extent to which the board handles teacher grievances.	0.3981
33. Extent to which the board handles salaries.	0.5054
34. Extent to which the board handles instruction.	0.2139
35. Board members should use their own judgment.	0.8694
36. Board as a whole views Federal government control.	0.0002 (*)
37. Board as a whole views Kentucky government control.	0.0492 (*)
38. Board as a whole views effect of desegregation.	0.9703
39. Board as a whole views greater voice for teachers.	0.2869
40. Board membership aids in members' careers.	0.7218
41. Service on the board has been enjoyable.	0.0976

(*) Significant at the acceptable .05 level.

Table 81

Sex of Teachers in the County School District in 1982 as an Independent Variable of Teachers' Perceptions Regarding Competition for Election to the School Board in the County School District

Teachers' Sex	Observed Response Frequency					Total
	No Resp.	Great Deal	Some	None	Don't Know	
Male	0	16	10	2	4	32
Female	3	74	104	3	7	188
No Resp.	0	1	0	0	0	
Total		90	114	5	11	220
$\chi^2 = 10.633$ $df = 3$ Significant at 0.0139 level						

Table 82

Sex of Teachers in the County School District in 1982 as an Independent Variable of Teachers' Perceptions Regarding the Extent to Which the School Board in the County School District Handles the School Budget

Teachers' Sex	Observed Response Frequency					Total	
	No Resp.	Entirely by Supt.	Both Bd. & Supt. S./lead	Both Bd. & Supt. Bd./lead	Entirely by Bd.		Don't Know
Male	2	3	16	6	1	4	30
Female	10	8	110	21	0	42	181
No Resp.	0	0	1	0	0	0	
Total		11	126	27	1	46	211
$\chi^2 = 10.633$ $df = 3$ Significant at 0.0345 level							

the federal government on local school district affairs. Somewhat more males than might be expected, however, predicted that board members felt that pressure exerted by the federal government on local school district affairs was "Too Much." Females, appeared to be more cautious in predicting what board members felt. Somewhat more females than might be expected indicated that they "Don't Know" what board members felt about pressure exerted by the federal government on local school district affairs.

Table 84 report the extent to which male and female teachers in the county perceived board members' attitudes regarding pressure exerted by the Kentucky government on local school district affairs. A greater percentage of males than females predicted that board members felt that pressure exerted by the state government on local school district affairs was "Too Much." Females appeared to be more cautious in predicting what board members felt. Among those females making a prediction, more females than might be expected, indicated that they thought the board members felt the pressure exerted by the state government on local school district affairs was "About Right."

Null hypothesis 8 stated that there would be no statistically significant differences in the way in which men teachers in the county school district in 1982 and women teachers in the county school district in 1982 perceived 35 selected issues and procedures. The data support the conclusion that null hypothesis 8 was accepted with respect to statements 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 34, 35, 38, 39, 40, and 41, but was rejected with respect to statements regarding the election

Table 83

Sex of Teachers in the County School District in 1982 as an
Independent Variable of Teachers' Perceptions of Board
Members' Views Regarding Controls
by the Federal Government

Predictions About Board Member ' Attitudes						
Observed Response Frequency Regarding Pressure Exerted by the Federal Government on Local School District Affairs						
Teachers' Sex	No Resp.	Too Much	Too Little	About Right	Don't Know	Total
Male	1	11	3	3	14	31
Female	8	49	0	20	114	183
No Resp.	0	1	0	0	0	
Total		60	3	23	128	214
$\chi^2 = 19.766$ $df = 3$ Significant at 0.0002 level						

Table 84

Sex of Teachers in the County School District in 1982 as an
Independent Variable of Teachers' Perceptions of
Board Members' Views Regarding Controls
by the Kentucky Government

Predictions About Board Members' Attitudes						
Observed Response Frequency Regarding Pressure Exerted by the Kentucky Government on Local School District Affairs						
Teachers' Sex	No Resp.	Too Much	Too Little	About Right	Don't Know	Total
Male	1	14	2	3	12	31
Female	7	43	6	27	108	184
No Resp.	0	0	0	1	0	
Total		60	3	23	128	214
$\chi^2 = 7.851$ $df = 3$ Significant at 0.0492 level						

competition for the board in this district, extent to which the board handles the school budget, and board as a whole views federal and state government control.

1982 Comparison of City Teachers by Sex

Null hypothesis 9 stated that there would be no statistically significant differences in the way in which men teachers in the city school district in 1982 and women teachers in the city school district in 1982 perceived 35 selected issues and procedures. Since no statistically significant differences were found between responses of men and women teachers in the city it may be concluded that the null hypothesis was accepted in all regards. The data in Table 85 support the conclusion that there were no statistically significant differences found at the .05 level or below.

1982 Comparison of County Teachers by Age

Null hypothesis 10 stated that there would be no statistically significant differences in the way in which teachers of different ages (20-29, 30-39, 40-49, 50-59, 60-69) in the county school district in 1982 perceived 35 selected issues and procedures. The data in Table 86 support the conclusion that null hypothesis 10 was accepted with respect to statements 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, and 41, but was rejected with respect to statements 12, 22, and 30.

Table 85

Levels of Significant Difference Between Teachers in the City
Schools in 1982 Differentiated by Sex Concerning Responses
on 35 Selected Questionnaire Statements

Statement	Prob. Level
7. Federal government control over local education.	0.2455
8. Kentucky government control over local education.	0.4926
9. Effect of desegregation of schools in Kentucky & U.S.	0.2198
10. Teachers' voice in determining school policy.	0.8490
11. <u>Single most</u> serious problem facing the district.	0.4491
12. <u>One</u> concern the school board spends most time on.	0.3679
13. <u>One</u> concern the school board <u>should</u> spend most time.	0.5073
14. <u>Citizen interest</u> in what the school board is doing.	0.5260
15. Teacher interest in the actions of the school board.	0.2396
16. Board rating of teacher interest in board actions.	0.2394
17. Group interest in the actions of the school board.	0.3500
18. Organization <u>most</u> interested in school board activity.	0.8552
19. Election competition for the board in this district.	0.9161
20. Tight contests in school board elections.	0.6062
21. Campaigns involve the Supt. or his program as issues.	0.8947
22. Board policies have created public conflict.	0.5315
23. Board is unanimous in its decisions.	0.8448
24. Same division on the board when there is disagreement.	0.4283

Table 85 (Continued)

Levels of Significant Difference Between Teachers in the City
Schools in 1982 Differentiated by Sex Concerning Responses
on 35 Selected Questionnaire Statements

Statement	Prob. Level
25. Board reaches decisions at closed meetings.	0.7975
26. Board decisions are reached by a formal process.	0.3443
27. Board has standing committees made up entire board.	0.4905
28. Extent to which the board handles personnel & hiring.	0.5283
29. Extent to which the board handles the school budget.	0.6101
30. Extent to which the board handles public relations.	0.3803
31. Extent to which the board handles new buildings.	0.9025
32. Extent to which the board handles teacher grievances.	0.7597
33. Extent to which the board handles salaries.	0.0695
34. Extent to which the board handles instruction.	0.3565
35. Board members should use their own judgment.	0.2710
36. Board as a whole views Federal government control.	0.6294
37. Board as a whole views Kentucky government control.	0.6282
38. Board as a whole views effect of desegregation.	0.6241
39. Board as a whole views greater voice for teachers.	0.7959
40. Board membership aids in members' careers.	0.4578
41. Service on the board has been enjoyable.	0.8568

(*) Significant at the acceptable .05 level.

Table 86

Levels of Significant Difference Between Teachers in the County
Schools in 1982 Differentiated by Age Concerning Responses
on 35 Selected Questionnaire Statements

Statement	Prob. Level
7. Federal government control over local education.	0.2427
8. Kentucky government control over local education.	0.9432
9. Effect of desegregation of schools in Kentucky & U.S.	0.5979
10. Teachers' voice in determining school policy.	0.1202
11. <u>Single most</u> serious problem facing the district.	0.5352
12. <u>One</u> concern the school board spends most time on.	0.0016 (*)
13. <u>One</u> concern the school board <u>should</u> spend most time.	0.0576
14. <u>Citizen interest</u> in what the school board is doing.	0.6132
15. Teacher interest in the actions of the school board.	0.5320
16. Board rating of teacher interest in board actions.	0.4987
17. Group interest in the actions of the school board.	0.4406
18. Organization <u>most</u> interested in school board activity.	0.7191
19. Election competition for the board in this district.	0.1741
20. Tight contests in school board elections.	0.5845
21. Campaigns involve the Supt. or his program as issues.	0.0543
22. Board policies have created public conflict.	0.0289 (*)
23. Board is unanimous in its decisions.	0.0521
24. Same division on the board when there is disagreement.	0.2751

Table 86 (Continued)

Levels of Significant Difference Between Teachers in the County
Schools in 1982 Differentiated by Age Concerning Responses
on 35 Selected Questionnaire Statements

Statement	Prob. Level
25. Board reaches decisions at closed meetings.	0.2736
26. Board decisions are reached by a formal process.	0.5402
27. Board has standing committees made up entire board.	0.9074
28. Extent to which the board handles personnel & hiring.	0.3478
29. Extent to which the board handles the school budget.	0.3543
30. Extent to which the board handles public relations.	0.0224 (*)
31. Extent to which the board handles new buildings.	0.8254
32. Extent to which the board handles teacher grievances.	0.8668
33. Extent to which the board handles salaries.	0.6119
34. Extent to which the board handles instruction.	0.9820
35. Board members should use their own judgment.	0.8568
36. Board as a whole views Federal government control.	0.7981
37. Board as a whole views Kentucky government control.	0.3188
38. Board as a whole views effect of desegregation.	0.1879
39. Board as a whole views greater voice for teachers.	0.3502
40. Board membership aids in members' careers.	0.7724
41. Service on the board has been enjoyable.	0.3206

(*) Significant at the acceptable .05 level.

The data in Table 87 report the concern on which the school board spends most time as perceived by county teachers of various ages. More county teachers, regardless of age, perceived "finance" than perceived any other concern as the major concern of the county school board. Younger teachers more often saw a greater variety of concerns upon which the school board spends most of its time.

The data in Table 88 show the extent to which teachers of various ages perceived board conflict as a consequence of board policies in the county school district. A majority of the teachers in the 20-29 age group and the 50-59 age group felt that there was "moderate conflict" among board members as a consequence of board policies. This was a substantially higher percentage than experienced in other age groups.

The data in Table 89 indicate the extent to which teachers of various ages perceived the board or superintendent taking the lead in handling public relations in the county. Of the oldest teachers responding to this question, the largest percentage of them saw the superintendent taking the lead in public relations. The greatest percentage of the youngest teachers, however, saw the board taking the lead in this area.

Null hypothesis 10 stated that there would be no statistically significant differences in the way in which teachers of different ages (20-29, 30-39, 40-49, 50-59, 60-69) in the county school district in 1982 perceived 35 selected issues and procedures. The data support the conclusion that null hypothesis 10 was accepted with respect to statements 9, 10, 11, 13, 14, 15, 16, 17, 18, 19,

Table 87

Age of Teachers in County School District in 1982 as an Independent Variable of Teachers' Perceptions Regarding the Concern on Which the School Board Spends Most Time

Observed Response Frequency									
Teachers' Age	No Resp.	Personnel	Curriculum	Comm. Relations	Finance	Buildings	Schl. Admin.	Others	Total
20 - 29	0	3	6	3	17	11	2	1	43
30 - 39	7	13	1	5	41	13	12	3	88
40 - 49	5	1	1	2	19	6	7	2	38
50 - 59	2	3	0	3	9	5	7	3	30
60 - 69	1	0	3	0	3	1	0	0	7
No Resp.	0	0	0	2	0	0	0	1	
Total		20	11	13	89	36	28	9	206
$\chi^2 = 49.459$ $df = 24$ Significant at 0.0016 level									

Table 88

Age of Teachers in County School District in 1982 as an Independent Variable of Teachers' Perceptions Regarding Board Conflict as a Consequence of Board Policies in the County School District

Observed Response Frequency							
Teachers' Age	No Resp.	Great Conflict	Moderate Conflict	Little Conflict	No Conflict	Don't Know	Total
20 - 29	0	4	22	9	5	3	43
30 - 39	1	14	45	28	6	1	94
40 - 49	2	7	16	10	4	4	41
50 - 59	1	1	16	8	4	2	31
60 - 69	0	1	1	3	0	3	8
No Resp.	0	0	1	1	1	0	
Total		27	100	58	19	13	217
$\chi^2 = 28.326$ $df = 16$ Significant at 0.0289 level							

Table 89

Age of Teachers in County School District in 1982 as an
Independent Variable of Teachers' Perceptions Regarding
the Extent to Which the School Board in the County
School District Handles Public Relations

Teachers' Age	Observed Response Frequency						Total
	No Resp.	Entirely by Supt.	Both Bd. & Supt. S./lead	Both Bd. & Supt. Bd./lead	Entirely by Bd.	Don't Know	
20 - 29	1	0	13	18	1	10	42
30 - 39	8	0	32	31	6	18	87
40 - 49	3	4	9	17	3	7	40
50 - 59	4	0	11	5	2	10	28
60 - 69	0	0	4	1	0	3	8
No Resp.	0	0	2	1	0	0	
Total		4	69	72	12	48	205
$\chi^2 = 29.228$		df = 16		Significant at 0.0224 level			

20, 21, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, and 41, but was rejected with respect to statements regarding the one concern the school board spends most time on, board policies had created public conflict, and extent to which the board handles public relations.

1982 Comparison of City Teachers by Age

Null hypothesis 11 stated that there would be no statistically significant differences in the way in which teachers of different ages (20-29, 30-39, 40-49, 50-59, 60-69) in the city school district in 1982 perceived 35 selected issues and procedures. The data support the conclusion that null hypothesis 11 was accepted with respect to statements 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 23, 24, 25, 26, 27, 29, 35, 39, 40, and 41, but was rejected with respect to statements 20, 22, 28, 30, 31, 32, 33, 34, 36, 37, and 38.

The data in Table 91 indicate the extent to which teachers of various ages perceived school board elections in the city school district as closely competitive. While 58.14 percent of all of the teachers held the view that the city board elections were "Seldom Tight," only 20 percent of the 20-29 year old teachers held this view, while 73.33 percent of the 30-39 year old teachers held this view.

The data in Table 92 show the extent to which teachers of various ages perceived board conflict as a consequence of board policies in the city school district. Twenty percent of the 20-39 year old teachers felt that board conflict as a consequence of

Table 90

Levels of Significant Difference Between Teachers in the City
Schools in 1982 Differentiated by Age Concerning Responses
on 35 Selected Questionnaire Statements

Statement	Prob. Level
7. Federal government control over local education.	0.3559
8. Kentucky government control over local education.	0.4195
9. Effect of desegregation of schools in Kentucky & U.S.	0.0634
10. Teachers' voice in determining school policy.	0.6868
11. <u>Single most</u> serious problem facing the district.	0.1228
12. <u>One</u> concern the school board spends most time on.	0.1827
13. <u>One</u> concern the school board <u>should</u> spend most time.	0.5284
14. <u>Citizen interest</u> in what the school board is doing.	0.4097
15. Teacher interest in the actions of the school board.	0.2419
16. Board rating of teacher interest in board actions.	0.8273
17. Group interest in the actions of the school board.	0.3327
18. Organization <u>most</u> interested in school board activity.	0.2741
19. Election competition for the board in this district.	0.8472
20. Tight contests in school board elections.	0.0184 (*)
21. Campaigns involve the Supt. or his program as issues.	0.5584
22. Board policies have created public conflict.	0.0102 (*)
23. Board is unanimous in its decisions.	0.2563
24. Same division on the board when there is disagreement.	0.1176

Table 90 (Continued)

Levels of Significant Difference Between Teachers in the City
Schools in 1982 Differentiated by Age Concerning Responses
on 35 Selected Questionnaire Statements

Statement	Prob. Level
25. Board reaches decisions at closed meetings.	0.1519
26. Board decisions are reached by a formal process.	0.4490
27. Board has standing committees made up entire board.	0.4073
28. Extent to which the board handles personnel & hiring.	0.0001 (*)
29. Extent to which the board handles the school budget.	0.5482
30. Extent to which the board handles public relations.	0.0001 (*)
31. Extent to which the board handles new buildings.	0.0109 (*)
32. Extent to which the board handles teacher grievances.	0.0001 (*)
33. Extent to which the board handles salaries.	0.0117 (*)
34. Extent to which the board handles instruction.	0.0002 (*)
35. Board members should use their own judgment.	0.1800
36. Board as a whole views Federal government control.	0.0001 (*)
37. Board as a whole views Kentucky government control.	0.0001
38. Board as a whole views effect of desegregation.	0.0011 (*)
39. Board as a whole views greater voice for teachers.	0.6107
40. Board membership aids in members' careers.	0.1644
41. Service on the board has been enjoyable.	0.6421

(*) Significant at the acceptable .05 level.

Table 91

Age of Teachers in City School District in 1982 as an Independent Variable of Teachers' Perceptions Regarding the Closeness of Competition in School Board Elections in the City School District

Teachers' Age	Observed Response Frequency				
	Often Tight	Sometimes Tight	Seldom Tight	Don't Know	Total
20 - 29	0	2	1	2	5
30 - 39	0	3	11	1	15
40 - 49	1	4	6	0	11
50 - 59	1	2	7	1	11
60 - 69	1	0	0	0	1
No Resp.	0	0	1	0	
Total	3	11	25	4	43
$\chi^2 = 24.323$		df = 12	Significant at 0.0184 level		

Table 92

Age of Teachers in City School District in 1982 as an Independent Variable of Teachers' Perceptions Regarding Board Conflict as a Consequence of Board Policies in the City School District

Teachers' Age	Observed Response Frequency					Total
	Great Conflict	Moderate Conflict	Little Conflict	No Conflict	Don't Know	
20 - 29	0	1	1	2	1	5
30 - 39	0	3	3	7	2	15
40 - 49	0	1	4	4	2	11
50 - 59	1	1	0	9	0	11
60 - 69	1	0	0	0	0	1
No Resp.	0	0	0	1	0	
Total	1	6	8	22	5	43
$\chi^2 = 31.934$		df = 16	Significant at 0.0102 level			

board policies in the city school district was moderate. Fewer than 10 percent of teachers older than that felt this was true. While both city and county teachers, as reported in the data in Tables 51 and 88, perceived board conflict as a consequence of board policies, city teachers were less inclined to see conflict than were their county colleagues.

The data in Table 93 report the extent to which teachers of various ages perceived the board or superintendent taking the lead in handling personnel and hiring in the city school district. Younger teachers perceived a greater degree of involvement of the school board in the handling personnel and hiring in the city school district than did their older colleagues.

The data in Table 94 indicate the extent to which teachers of various ages perceived board or superintendent taking the lead in handling public relations in the county. Younger teachers more often perceived the school board members as taking the lead in handling public relations in the county, whereas older teachers more often felt the superintendent handled this responsibility.

The data in Table 95 report the extent to which teachers of various ages perceived the board or superintendent taking the lead in handling new buildings in the city school district. Younger teachers perceived a greater degree of involvement of the school board in handling new buildings in the city school district than did their older colleagues.

The data in Table 96 show the extent to which teachers of various ages perceived the board or superintendent taking the lead

Table 93

Age of Teachers in City School District in 1982 as an Independent Variable of Teachers' Perceptions Regarding the Extent to Which the School Board in the City School District Handles Personnel and Hiring

Observed Response Frequency							
Teachers' Age	No Resp.	Entirely by Supt.	Both Bd. & Supt. S./lead	Both Bd. & Supt. Bd./lead	Entirely by Bd.	Don't Know	Total
20 - 29	1	0	2	1	0	1	4
30 - 39	1	0	12	2	0	0	14
40 - 49	0	3	4	1	0	3	11
50 - 59	0	0	7	2	0	2	11
60 - 69	0	0	0	0	1	0	1
No Resp.	0	0	1	0	0	0	
Total		3	25	6	1	6	41
$\chi^2 = 55.932$		df = 16		Significant at 0.0001 level			

Table 94

Age of Teachers in City School District in 1982 as an Independent Variable of Teachers' Perceptions Regarding the Extent to Which the School Board in the City School District Handles Public Relations

Observed Response Frequency							
Teachers' Age	No Resp.	Entirely by Supt.	Both Bd. & Supt. S./lead	Both Bd. & Supt. Bd./lead	Entirely by Bd.	Don't Know	Total
20 - 29	1	0	1	1	0	2	4
30 - 39	3	1	2	2	0	7	12
40 - 49	0	5	1	1	0	4	11
50 - 59	0	4	4	1	0	2	11
60 - 69	0	0	0	0	1	0	1
No Resp.	0	0	1	0	0	0	
Total		10	8	5	1	15	39
$\chi^2 = 49.151$		df = 16		Significant at 0.0001 level			

Table 95

Age of Teachers in City School District in 1982 as an Independent Variable of Teachers' Perceptions Regarding the Extent to Which the School Board in the City School District Handles New Buildings

Teachers' Age	Observed Response Frequency						Total
	No Resp.	Entirely by Supt.	Both Bd. & Supt. S./lead	Both Bd. & Supt. Bd./lead	Entirely by Bd.	Don't Know	
20 - 29	1	0	1	1	0	2	4
30 - 39	1	0	4	5	0	5	14
40 - 49	0	1	3	0	1	5	11
50 - 59	0	0	6	3	0	6	11
60 - 69	0	0	0	0	1	2	1
No Resp.	0	0	0	0	1	0	
Total		1	14	9	2	15	41
$\chi^2 = 31.705$		df = 16		Significant at 0.0109 level			

Table 96

Age of Teachers in City School District in 1982 as an Independent Variable of Teachers' Perceptions Regarding the Extent to Which the School Board in the City School District Handles Teachers' Grievances

Teachers' Age	Observed Response Frequency						Total
	No Resp.	Entirely by Supt.	Both Bd. & Supt. S./lead	Both Bd. & Supt. Bd./lead	Entirely by Bd.	Don't Know	
20 - 29	1	0	1	2	0	1	4
30 - 39	2	2	7	2	0	2	13
40 - 49	0	2	6	0	0	3	11
50 - 59	0	3	4	3	0	1	11
60 - 69	0	0	0	0	1	0	1
No Resp.	0	0	1	0	0	0	
Total		7	18	7	1	7	40
$\chi^2 = 48.478$		df = 16		Significant at 0.0001 level			

in handling teacher grievances in the city school district. Beginning teachers were less certain about how teacher grievances were handled in the city school district, with most teachers, regardless of age, feeling that this was primarily the responsibility of the superintendent.

The data in Table 97 indicate the extent to which teachers of various ages perceived the board or superintendent taking the lead in handling salaries in the city school district. Younger teachers more often perceived salaries in the city school district as being a shared responsibility of the superintendent and the school board, whereas older teachers more often perceived the superintendent taking the exclusive or primary lead in handling salaries.

The data in Table 98 report the extent to which teachers of various ages perceived the board or superintendent taking the lead in handling instruction in the city school district. As in the case of salaries, reported in the data in Table 97, younger teachers more often perceived instruction in the city school district as being a shared responsibility of the superintendent and the school board, whereas older teachers more often perceived the superintendent taking the exclusive or primary lead in handling salaries.

The data in Table 99 show the extent to which teachers of various ages perceived how board members as a whole in the city school district perceived pressure exerted by the federal government on local school district affairs. Beginning teachers were less inclined to venture predictions about board members' attitudes on this issue than were older teachers.

Table 97

Age of Teachers in City School District in 1982 as an Independent Variable of Teachers' Perceptions Regarding the Extent to Which the School Board in the City School District Handles Salaries

Teachers' Age	Observed Response Frequency						Total
	No Resp.	Entirely by Supt.	Both Bd. & Supt. S./lead	Both Bd. & Supt. Bd./lead	Entirely by Bd.	Don't Know	
20 - 29	1	0	1	2	0	1	4
30 - 39	0	1	8	4	1	0	14
40 - 49	0	2	4	2	0	3	11
50 - 59	0	3	6	1	0	1	11
60 - 69	0	0	0	0	1	0	1
No Resp.	0	0	1	0	0	0	
Total		6	19	9	2	5	41

$\chi^2 = 31.470$ $df = 16$ Significant at 0.0117 level

Table 98

Age of Teachers in City School District in 1982 as an Independent Variable of Teachers' Perceptions Regarding the Extent to Which the School Board in the City School District Handles Instruction

Teachers' Age	Observed Response Frequency						Total
	No Resp.	Entirely by Supt.	Both Bd. & Supt. S./lead	Both Bd. & Supt. Bd./lead	Entirely by Bd.	Don't Know	
20 - 29	1	0	1	1	0	2	4
30 - 39	2	3	4	1	0	5	13
40 - 49	1	4	3	0	0	3	10
50 - 59	0	4	2	1	0	4	11
60 - 69	0	0	0	0	1	0	1
No Resp.	0	0	1	0	0	0	
Total		11	10	3	1	14	39

$\chi^2 = 44.121$ $df = 16$ Significant at 0.0002 level

Table 99

Age of Teachers in City School District in 1982 as an
Independent Variable of Teachers' Perceptions of
Board Members' Views Regarding Control
by the Federal Government

Predictions About Board Members' Attitudes					
Observed Response Frequency Regarding Pressure Exerted by the Federal Government on Local School District Affairs					
Teachers' Age	Too Much	Too Little	About Right	Don't Know	Total
20 - 29	0	0	0	5	5
30 - 39	6	0	3	6	15
40 - 49	5	0	1	5	11
50 - 59	5	0	1	5	11
60 - 69	0	1	0	0	1
No Resp.	0	0	0	1	
Total	16	1	5	21	43
$\chi^2 = 49.849$ $df = 12$ Significant at 0.0001 level					

The data in Table 100 show the extent to which teachers of various ages perceived how board members as a whole in the city school district perceived pressure exerted by the Kentucky government on local school district affairs. Beginning teachers were less inclined to venture predictions about board members', attitudes on this issue than were older teachers.

The data in Table 101 report the extent to which teachers of various ages perceived how board members as a whole in the city school District perceived the speed of desegregation. Younger teachers were more inclined to predict that board members felt the speed of desegregation was "too fast." Older teachers, however, either predicted that board members felt the speed of desegregation was "about right," or indicated that they "Don't Know" what the board members' attitude would be toward desegregation.

Null hypothesis 11 stated that there would be no statistically significant differences in the way in which teachers of different ages (20-29, 30-39, 40-49, 50-59, 60-69) in the city school district in 1982 perceived 35 selected issues and procedures. The data support the conclusion that null hypothesis 11 was accepted with respect to statements 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 23, 24, 25, 26, 27, 29, 35, 39, 40, and 41, but was rejected with respect to statements regarding the tight contests in school board elections, board policies had created public conflict, extent to which the board handles personnel and hiring, extent to which the board handles public relations, extent to which the board handles new buildings, extent to which the board handles teacher grievances, extent to which the board

Table 100

Age of Teachers in City School District in 1982 as an
Independent Variable of Teachers' Perceptions of
Board Members' Views Regarding Control
by the Kentucky Government

Predictions About Board Member's Attitudes						
Observed Response Frequency Regarding Pressure Exerted by the Federal Government on Local School District Affairs						
Teachers' Age	No Resp.	Too Much	Too Little	About Right	Don't Know	Total
20 - 29	0	1	0	0	4	5
30 - 39	0	7	0	2	6	15
40 - 49	1	7	0	0	3	10
50 - 59	0	3	0	2	6	11
60 - 69	0	0	1	0	0	1
No Resp.	0	0	0	0	1	
Total		18	1	4	19	42
$\chi^2 = 49.652$ $df = 12$ Significant at 0.0001 level						

Table 101

Age of Teachers in City School District in 1982 as an
Independent Variable of Teachers' Perceptions of
Board Members' Views Regarding
the Speed of Desegregation

Teachers' Age	Predictions About Board Members' Attitudes				Total
	Too Fast	Too Slow	About Right	Don't Know	
20 - 29	2	0	2	1	5
30 - 39	4	0	2	9	15
40 - 49	4	1	4	2	11
50 - 59	0	0	5	6	11
60 - 69	0	1	0	0	1
No Resp.	0	0	0	1	
Total	10	2	13	18	43

$\chi^2 = 32.657$ $df = 12$ Significant at 0.0011 level

handles salaries, extent to which the board handles instruction, board as a whole views Federal government control, board as a whole views effect of desegregation.

1982 Comparison of County Teachers by Educational Level

Null hypothesis 12 stated that there would be no statistically significant differences in the way in which teachers who had completed less than a Bachelor's degree, who had completed a Bachelor's degree, who had completed additional graduate work beyond the Bachelor's degree, who had completed the Master's degree or Rank II, who had completed additional graduate work beyond the Master's degree or Rank II, who had completed Rank I, or who had completed additional graduate work beyond Rank I in the county school district in 1982 perceived 35 selected issues and procedures. The data in Table 102 support the conclusion that Null hypothesis 12 was accepted with respect to statements 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 39, 40, and 41, but was rejected with respect to statements 11, 21, 23, 24, 35, 37, and 38.

The data in Table 103 report what teachers who had completed various levels of formal education, perceived to be the single most serious problem facing the school district. Most county teachers, regardless of level of formal education, perceived "Lack of Money" and "Overcrowded Classrooms" as the single most serious problems facing the school district. Less than 60 percent of the teachers with higher levels of formal education perceived "lack of money" as the most

Table 102

Levels of Significant Difference Between Teachers in the County
Schools in 1982 Differentiated by Education Level Concerning
Responses on 35 Selected Questionnaire Statements

Statement	Prob. Level
7. Federal government control over local education.	0.5766
8. Kentucky government control over local education.	0.6178
9. Effect of desegregation of schools in Kentucky & U.S.	0.2705
10. Teachers' voice in determining school policy.	0.0955
11. <u>Single most</u> serious problem facing the district.	0.0001 (*)
12. <u>One</u> concern the school board spends most time on.	0.9150
13. <u>One</u> concern the school board <u>should</u> spend most time.	0.0515
14. <u>Citizen interest</u> in what the school board is doing.	0.7884
15. Teacher interest in the actions of the school board.	0.8681
16. Board rating of teacher interest in board actions.	0.2779
17. Group interest in the actions of the school board.	0.6252
18. Organization <u>most</u> interested in school board activity.	0.4460
19. Election competition for the board in this district.	0.3058
20. Tight contests in school board elections.	0.5383
21. Campaigns involve the Supt. or his program as issues.	0.0437 (*)
22. Board policies have created public conflict.	0.2554
23. Board is unanimous in its decisions.	0.0023 (*)
24. Same division on the board when there is disagreement.	0.0001 (*)

Table 102 (Continued)

Levels of Significant Difference Between Teachers in the County
Schools in 1982 Differentiated by Education Level Concerning
Responses on 35 Selected Questionnaire Statements

Statement	Prob. Level
25. Board reaches decisions at closed meetings.	0.0766
26. Board decisions are reached by a formal process.	0.0944
27. Board has standing committees made up entire board.	0.0954
28. Extent to which the board handles personnel & hiring.	0.3052
29. Extent to which the board handles the school budget.	0.9049
30. Extent to which the board handles public relations.	0.5024
31. Extent to which the board handles new buildings.	0.4186
32. Extent to which the board handles teacher grievances.	0.9768
33. Extent to which the board handles salaries.	0.7630
34. Extent to which the board handles instruction.	0.3131
35. Board members should use their own judgment.	0.0001 (*)
36. Board as a whole views Federal government control.	0.2663
37. Board as a whole views Kentucky government control.	0.0002 (*)
38. Board as a whole views effect of desegregation.	0.0457 (*)
39. Board as a whole views greater voice for teachers.	0.9562
40. Board membership aids in members' careers.	0.2461
41. Service on the board has been enjoyable.	0.3657

(*) Significant at the acceptable .05 level.

serious problem facing the school district, whereas a higher percentage of teachers with who had completed below the M.A. or beyond Rank II perceived "lack of money" as the most serious problem facing the school district.

The data in Table 104 indicate the extent to which teachers of various levels of formal education perceived school board elections in the county school district involving the superintendent and/or his program as issues. The greatest congruity of perception among county teachers was found among those who had completed formal education in excess of Rank I requirements. Of this group, 77.78 percent felt that the superintendent and/or his program were "sometimes" issues in school board elections.

The data in Table 105 report the extent to which teachers of various levels of formal education perceived the unanimity of school board decisions in the county school district. The plurality of teachers responding to this question saw the school board as "usually split." An even greater percentage of county teachers with higher levels of formal education indicated that the school board was "usually split."

The data in Table 106 show the extent to which teachers of various levels of formal education perceived the division of school board where there was a disagreement on issues. County teachers with higher levels of formal education, by an increasing percentage, except for those having complete graduate work beyond Rank I, indicated that when there was a disagreement on issues, board members "stick together."

Table 103

Formal Education of Teachers in the County School District in 1982
as an Independent Variable of Teachers' Perceptions Regarding
the Single Most Serious Problem Facing the School District

Teachers' Formal Education	Observed Response Frequency							Total
	No Resp.	Lack of Money	Over-crowded	Lack Teachers	Too Many Militant Teachers	Racial Problems	Other Problems	
B.A. -	0	0	0	0	1	0	0	1
B.A.	3	15	6	0	2	0	1	24
B.A. +	1	15	6	0	0	1	1	23
M.A./II	1	56	16	1	0	0	14	87
M.A./II +	0	18	9	0	0	0	5	32
Rank I	2	22	13	0	0	0	3	38
Rank I +	0	2	3	0	0	1	3	9
No Resp.	0	3	0	0	0	0	0	
Total		128	53	1	3	2	27	214

$\chi^2 = 110.481$ $df = 30$ Significant at 0.0001 level

Table 104

Formal Education of Teachers in the County School District in 1982
as an Independent Variable of Teachers' Perceptions Regarding
the Extent to Which School Board Elections Involve
the Superintendent and/or His Program as Issues

Teachers' Schools	Observed Response Frequency						Total
	No Resp.	Usually	Some-times	Rarely	Never	Don't Know	
B.A. -	0	0	0	1	0	0	1
B.A.	0	3	13	3	2	6	27
B.A. +	1	3	13	4	0	3	23
M.A./II	2	29	40	9	1	7	86
M.A./II +	0	14	11	5	1	1	32
Rank I	1	16	15	6	1	1	39
Rank I +	0	2	7	0	0	0	9
No Resp.	0	1	0	1	0	1	
Total		67	99	28	5	18	217

$\chi^2 = 37.012$ $df = 24$ Significant at 0.0437 level

Table 105

Formal Education of Teachers in the County School District in 1982
as an Independent Variable of Teachers' Perceptions Regarding
the Unanimity of School Board Decisions

Teachers' Formal Education	Observed Response Frequency						Total
	No Resp.	Always Unanimous	Ususally Unanimous	Sometimes Unanimous	Us- ually Split	Don't Know	
B.A. -	0	1	0	0	0	0	1
B.A.	0	0	4	9	9	5	27
B.A. +	1	0	4	6	10	3	23
M.A./II	2	5	21	23	31	6	86
M.A./II +	0	0	6	8	16	2	32
Rank I	1	0	6	13	18	2	39
Rank I +	0	1	1	2	5	0	9
No Resp.	0	0	2	0	0	1	
Total		7	42	61	89	18	217

$\chi^2 = 48.360$ $df = 24$ Significant at 0.0023 level

Table 106

Formal Education of Teachers in the County School District in 1982
as an Independent Variable of Teachers' Perceptions Regarding
the Division of the County School Board when
There was Disagreement on Issues

Teachers' Formal Education	Observed Response Frequency Regarding Whether Members Stick Together				Total
	No Resp.	Yes	No	Don't Know	
B.A. -	0	0	0	1	1
B.A.	0	20	1	5	26
B.A. +	1	17	1	5	23
M.A./II	2	71	2	13	86
M.A./II +	0	29	0	3	32
Rank I	1	36	1	2	39
Rank I +	0	7	0	2	9
No Resp.	0	1	1	1	
Total		180	5	31	216

$\chi^2 = 118.892$ $df = 18$ Significant at 0.0001 level

The data in Table 107 report the extent to which teachers of various levels of formal education perceived that the county board members felt that it was their responsibility to vote the views of their constituents as opposed to using their own judgment. Of those county teachers in the most sizeable group, those who had earned an M.A. or Rank II+, 58.54 percent of the teachers felt that board members feel they should use their own judgment in voting on policy issues rather than voting the views of their constituents.

The data in Table 108 indicate the extent to which teachers of various levels of formal education perceived that the county board members felt that the pressure exerted by the Kentucky government on local school district affairs was too great. Teachers with higher levels of formal education more often indicated that the county board members felt that the pressure exerted by the Kentucky government on local school district affairs was too great, whereas teachers with lower levels of formal education more often indicated that the county board members felt that the pressure exerted by the Kentucky government on local school district affairs was "About Right."

The data in Table 109 show the extent to which teachers of various levels of formal education perceived county board members' views regarding the speed of desegregation. Teachers with higher levels of formal education more often indicated that the county board members felt that the speed of desegregation was "About Right." Teachers with lower levels of formal education more often indicated that the county board members felt that the speed of desegregation was "Too Fast."

Table 107

Formal Education of Teachers in the County School District in 1982
as an Independent Variable of Teachers' Perceptions of
Board Members' Views Regarding Their Responsibility
to Vote the Views of Their Constituents

Teachers' Formal Education	Predictions About Board Members' Attitudes				
	Observed Response Frequency Regarding Representative Voting				
	No Resp.	Rep. Public	Own Judgment	Don't Know	Total
B.A. -	0	0	0	1	1
B.A.	0	4	11	12	27
B.A. +	3	4	15	2	21
M.A./II	6	14	48	20	82
M.A./II +	1	5	16	10	31
Rank I	3	4	19	14	37
Rank I +	1	0	1	7	8
No Resp.	0	1	1	1	
Total		31	110	66	207
$\chi^2 = 76.427$		df = 18		Significant at 0.0001 level	

Table 108

Formal Education of Teachers in the County School District in 1982
as an Independent Variable of Teachers' Perceptions of Board
Members' Views Regarding Controls by the Kentucky Government

Teachers' Formal Education	Predictions About Board Members' Attitudes					Total
	No Resp.	Too Much	Too Little	About Right	Don't Know	
B.A. -	0	0	1	0	0	1
B.A.	1	4	1	8	13	26
B.A. +	0	5	1	5	13	24
M.A./II	3	25	3	9	48	85
M.A./II +	1	10	0	2	19	31
Rank I	2	12	0	7	19	38
Rank I +	1	1	1	0	6	8
No Resp.	0	0	1	0	2	
Total		57	7	31	118	213
<hr/>						
$\chi^2 = 47.272$		df = 18		Significant at 0.0002 level		

Table 109

Formal Education of Teachers in the County School District in 1982
as an Independent Variable of Teachers' Perceptions Regarding
Teachers View of the Desirable Speed of Desegregation

Teachers' Formal Education	Observed Response Frequency Regarding the Speed of Desegregation					Total
	No Resp.	Too Fast	Too Slow	About Right	Don't Know	
B.A. -	0	0	1	0	0	1
B.A.	1	3	1	7	15	26
B.A. +	0	3	2	10	9	24
M.A./II	3	7	5	32	41	85
M.A./II +	2	2	1	8	19	30
Rank I	2	2	1	18	17	38
Rank I +	1	2	0	2	4	8
No Resp.	0	0	1	1	1	
Total		19	11	77	105	212

$\chi^2 = 29.224$ $df = 18$ Significant at 0.0457 level

Null hypothesis 12 stated that there would be no statistically significant differences in the way in which teachers who had completed less than a Bachelor's degree, who had completed a Bachelor's degree, who had completed additional graduate work beyond the Bachelor's degree, who had completed the Master's degree or Rank II, who had completed additional graduate work beyond the Master's degree or Rank II, who had completed Rank I, or who had completed additional graduate work beyond Rank I in the county school district in 1982 perceived 35 selected issues and procedures. The data in Table 102 support the conclusion that Null hypothesis 12 was accepted with respect to statements 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 39, 40, and 41, but was rejected with respect to statements regarding the single most serious problem facing the district, campaigns involve the Supt. or his program as issues, board was unanimous in its decisions, same division on the board when there was disagreement, board members should use their own judgment, board as a whole views Kentucky government control, and board as a whole views effect of desegregation.

1982 Comparison of City Teachers by Educational Level

Null hypothesis 13 stated that there would be no statistically significant differences in the way in which teachers who had completed less than a Bachelor's degree, who had completed a bachelor's degree,

who had completed additional graduate work beyond the Bachelor's degree, who had completed the Master's degree or Rank II, who had completed additional graduate work beyond the Master's degree or Rank II, who had completed Rank I, or who had completed additional graduate work beyond Rank I in the city school district in 1982 perceived 35 selected issues and procedures. The data in Table 110 support the conclusion that null hypothesis 13 was accepted with respect to statements 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34, 35, 37, 38, 39, 40, and 41 but was rejected with respect to statements 7, 14, 23, 32, and 36.

The data in Table 111 report the extent to which city teachers of various levels of formal education perceived the extent to which the federal government exerts control over local education. A majority of city teachers who had completed work toward an M.A. or below, but had not done additional graduate work beyond the M.A. felt that the federal government exerted "too much" control over local education. This was not true of city teachers who had completed work toward higher degrees or a higher rank.

The data in Table 112 show the extent to which city teachers of various levels of formal education perceived citizen interest in the activities of the school board. Teachers with lower levels of formal education more often perceived citizen interest in the activities of the school board as being higher than their colleagues with lower levels of formal education.

Table 110

Levels of Significant Difference Between Teachers in the City Schools in 1982 Differentiated by Education Level Concerning Responses on 35 Selected Questionnaire Statements

Statement	Prob. Level
7. Federal government control over local education.	0.0203 (*)
8. Kentucky government control over local education.	0.0826
9. Effect of desegregation of schools in Kentucky & U.S.	0.1864
10. Teachers' voice in determining school policy.	0.1889
11. <u>Single most</u> serious problem facing the district.	0.0764
12. <u>One</u> concern the school board spends most time on.	0.2234
13. <u>One</u> concern the school board <u>should</u> spend most time.	0.8747
14. <u>Citizen interest</u> in what the school board is doing.	0.0324 (*)
15. Teacher interest in the actions of the school board.	0.8936
16. Board rating of teacher interest in board actions.	0.1202
17. Group interest in the actions of the school board.	0.3368
18. Organization <u>most</u> interested in school board activity.	0.4954
19. Election competition for the board in this district.	0.2460
20. Tight contests in school board elections.	0.0561
21. Campaigns involve the Supt. or his program as issues.	0.2927
22. Board policies have created public conflict.	0.3608
23. Board is unanimous in its decisions.	0.0158 (*)
24. Same division on the board when there is disagreement.	0.5835

Table 110 (Continued)

Levels of Significant Difference Between Teachers in the City Schools in 1982 Differentiated by Education Level Concerning Responses on 35 Selected Questionnaire Statements

Statement	Prob. Level
25. Board reaches decisions at closed meetings.	0.0848
26. Board decisions are reached by a formal process.	0.9726
27. Board has standing committees made up entire board.	0.4060
28. Extent to which the board handles personnel & hiring.	0.0639
29. Extent to which the board handles the school budget.	0.2257
30. Extent to which the board handles public relations.	0.2108
31. Extent to which the board handles new buildings.	0.1459
32. Extent to which the board handles teacher grievances.	0.0429 (*)
33. Extent to which the board handles salaries.	0.2443
34. Extent to which the board handles instruction.	0.1416
35. Board members should use their own judgment.	0.1202
36. Board as a whole views Federal government control.	0.0264 (*)
37. Board as a whole views Kentucky government control.	0.1620
38. Board as a whole views effect of desegregation.	0.2525
39. Board as a whole views greater voice for teachers.	0.6685
40. Board membership aids in members' careers.	0.4509
41. Service on the board has been enjoyable.	0.5021

(*) Significant at the acceptable .05 level.

Table 111

Formal Education of Teachers in the City School District in 1982
as an Independent Variable of Teachers' Perceptions Regarding
the Extent to Which the Federal Government Exerts Control
Over Local Education

Teachers' Formal Education	Observed Response Frequency				Total
	Too Much	Too Little	About Right	Don't Know	
Less than B.A.	0	0	0	0	0
B.A. Degree	5	0	2	2	9
B.A. +	3	0	1	2	17
M.A. or Rank II	12	1	2	2	17
M.A. or Rank II +	1	2	0	0	3
Rank I	2	0	3	3	1
Rank I +	1	2	0	0	3
Total	1	2	0	0	44
$\chi^2 = 28.217$					
df = 15					
Significant at 0.0203 level					

Table 112

Formal Education of Teachers in the City School District in 1982
as an Independent Variable of Teachers' Perceptions Regarding
Citizen Interest in the Activities of the School Board

Teachers' Formal Education	Observed Response Frequency				Total
	Very High	Moderately High	Moderately Low	Very Low	
Less than B.A.	0	0	0	0	0
B.A. Degree	0	0	5	3	8
B.A. +	0	4	1	1	6
M.A. or Rank II	0	1	8	8	17
M.A. or Rank II +	0	0	1	2	3
Rank I	0	1	1	4	6
Rank I +	0	1	2	0	3
Total	0	7	18	19	43
$\chi^2 = 19.685$					
df = 10					
Significant at 0.0324 level					

The data in Table 113 indicate the extent to which city teachers of various levels of formal education perceived the unanimity of school board decisions in the city school district. Teachers with lower levels of formal education less often perceived unanimity in school board decisions in the city schools or indicated that they "Don't Know" the extent to which the board was unanimous in its decisions than did teachers with higher levels of formal education. It may be recalled (see Table 105) that the results in the county were opposite that found in the city.

The data in Table 114 report the extent to which city teachers of various levels of formal education perceived the city school board and/or the superintendent handling teachers' grievances. Except for teachers in the highest level of formal education, city teachers with lower levels of formal education more often perceived the board playing a role in handling teachers' grievances than did teachers with higher levels of formal education.

The data in Table 115 show the extent to which city teachers of various levels of formal education perceived board members' views regarding pressure exerted by the federal government on local school district affairs. City teachers with higher levels of formal education more often perceived board members feeling that the pressure exerted by the federal government on local school district affairs was "Too Much." City teachers with lower levels of formal education more often indicated that they "Don't Know" what board members felt regarding pressure exerted by the federal government on local school district affairs.

Table 113

Formal Education of Teachers in the City School District in 1982
as an Independent Variable of Teachers' Perceptions Regarding
the Unanimity of School Board Decisions

Teachers' Formal Education	Observed Response Frequency						Total
	No Resp.	Always Unanimous	Ususally Unanimous	Sometimes Unan--imous	Us-ually Split	Don't Know	
Less B.A.	0	0	0	0	0	0	0
B.A.	0	0	1	2	0	6	9
B.A. +	0	0	5	0	0	1	6
M.A./II	0	1	12	2	0	2	17
M.A./II +	0	1	0	0	0	2	3
Rank I	1	0	1	2	1	1	5
Rank I +	0	1	1	0	0	1	3
Total		3	20	6	1	13	43
$\chi^2 = 35.894$		df = 20		Significant at 0.0158 level			

Table 114

Formal Education of Teachers in the City School District in 1982 as
an Independent Variable of Teachers' Perceptions Regarding the
Extent to Which the School Board Handles Teachers' Grievances

Teachers' Formal Education	Observed Response Frequency						Total
	No Resp.	Entirely by Supt.	Both Bd. & Supt. S./lead	Both Bd. & Supt. Bd./lead	Entirely by Bd.	Don't Know	
Less B.A.	0	0	0	0	0	0	0
B.A.	1	0	5	1	0	2	8
B.A.+	1	0	1	2	0	2	5
M.A./II	1	4	9	2	0	1	16
M.A./II +	0	0	1	0	0	2	3
Rank I	0	2	3	1	0	0	6
Rank I +	0	1	0	1	1	0	3
Total		7	19	7	1	7	41
$\chi^2 = 32.037$		df = 20		Significant at 0.0429 level			

Table 115

Formal Education of Teachers in the County School District in 1982
as an Independent Variable of Teachers' Perceptions of Board
Members' Views Regarding Controls by the Federal Government

Teachers' Formal Education	Predictions About Board Members' Attitudes				Total
	Too Much	Too Little	About Right	Don't Know	
	Observed Response Frequency Regarding Pressure Exerted by the Federal Government on Local School District Affairs				
Less B.A.	0	0	0	0	0
B.A.	1	0	0	8	9
B.A.+	1	0	1	4	6
M.A./II	7	0	2	8	17
M.A./II +	1	0	1	1	3
Rank I	4	0	1	1	6
Rank I +	2	1	0	0	3
Total	16	1	5	22	44
$\chi^2 = 27.296$ $df = 15$ Significant at 0.0264 level					

Null hypothesis 13 stated that there would be no statistically significant differences in the way in which teachers who had completed less than a Bachelor's degree, who had completed a Bachelor's degree, who had completed additional graduate work beyond the Bachelor's degree, who had completed the Master's degree or Rank II, who had completed additional graduate work beyond the Master's degree or Rank II, who had completed Rank I, or who had completed additional graduate work beyond Rank I in the city school district in 1982 perceived 35 selected issues and procedures. The data in Table 110 supports the conclusion that null hypothesis 13 was accepted with respect to statements 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34, 35, 37, 38, 39, 40, and 41, but was rejected with respect to statements regarding the federal government control over local education, citizen interest in what the school board was doing, board was unanimous in its decisions, extent to which the board handles teacher grievances, and board as a whole views federal government control.

1982 Comparison of County Teachers
by Years Teaching in the School District

Null hypothesis 14 stated that there would be no statistically significant differences in the way in which teachers who had taught 1 year or less within the school districts, who had taught 2-3 years within the school districts, who had taught 4-5 years within the school districts, who had taught 6-7 years within the school districts, who had taught 8-13 years within the school districts, who had taught 14-21 years within the school districts, or who had taught

22 or more years within the county school district in 1982 perceived 35 selected issues and procedures. The data in Table 116 support the conclusion that null hypothesis 14 was accepted with respect to statements 7, 8, 9, 11, 12, 14, 15, 17, 18, 19, 20, 21, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 38, 39, 40, and 41, but was rejected with respect to statements 10, 13, 16, 22, 25, 36, and 37.

The data in Table 117 report what county teachers who had various degrees of teaching tenure in the school district perceived regarding the force of the teachers' voice in determining school policy. Except for first year county teachers, an increasingly greater percentage of teachers who had taught in the school district for more years perceived teachers as having an adequate voice in the determination of school policy.

The data in Table 118 indicate what county teachers who had various degrees of teaching tenure in the school district perceived to be the one concern on which the school board should spend most of its time. County teachers who had taught from 8 to 13 years in the county schools were more varied in their perception of the one concern on which the school board should spend most of its time than any other group.

The data in Table 119 show what county teachers who had various degrees of teaching tenure in the school district predicted would be the view of the county school board regarding the extent to which teachers were interested in school board actions. Nearly all teachers responded on this question; indicating that they harbored a view on this topic and were willing to express it. Teachers who were newest

Table 116

Levels of Significant Difference Between Teachers in the County
Schools in 1982 Differentiated by Years Teaching in School
District Concerning Responses on 35
Selected Questionnaire Statements

<u>Statement</u>	<u>Prob. Level</u>
7. Federal government control over local education.	0.0930
8. Kentucky government control over local education.	0.0529
9. Effect of desegregation of schools in Kentucky & U.S.	0.6582
10. Teachers' voice in determining school policy.	0.0166 (*)
11. <u>Single most</u> serious problem facing the district.	0.0665
12. <u>One</u> concern the school board spends most time on.	0.2315
13. <u>One</u> concern the school board <u>should</u> spend most time.	0.0163 (*)
14. <u>Citizen interest</u> in what the school board is doing.	0.7328
15. Teacher interest in the actions of the school board.	0.9722
16. Board rating of teacher interest in board actions.	0.0071 (*)
17. Group interest in the actions of the school board.	0.1902
18. Organization <u>most</u> interested in school board activity.	0.8156
19. Election competition for the board in this district.	0.3781
20. Tight contests in school board elections.	0.2656
21. Campaigns involve the Supt. or his program as issues.	0.1239
22. Board policies have created public conflict.	0.0390 (*)
23. Board is unanimous in its decisions.	0.3074
24. Same division on the board when there is disagreement.	0.1577

Table 116 (Continued)

Levels of Significant Difference Between Teachers in the County
Schools in 1982 Differentiated by Years Teaching in School
District Concerning Responses on 35
Selected Questionnaire Statements

Statement	Prob. Level
25. Board reaches decisions at closed meetings.	0.0361 (*)
26. Board decisions are reached by a formal process.	0.8865
27. Board has standing committees made up entire board.	0.7846
28. Extent to which the board handles personnel & hiring.	0.2094
29. Extent to which the board handles the school budget.	0.3705
30. Extent to which the board handles public relations.	0.9647
31. Extent to which the board handles new buildings.	0.0982
32. Extent to which the board handles teacher grievances.	0.5628
33. Extent to which the board handles salaries.	0.0662
34. Extent to which the board handles instruction.	0.6575
35. Board members should use their own judgment.	0.0519
36. Board as a whole views Federal government control.	0.5998
37. Board as a whole views Kentucky government control.	0.6832
38. Board as a whole views effect of desegregation.	0.0750
39. Board as a whole views greater voice for teachers.	0.8405
40. Board membership aids in members' careers.	0.1198
41. Service on the board has been enjoyable.	0.4902
(*) Significant at the acceptable .05 level.	

Table 117

Years Teachers Have Been Teaching in the County School District
by 1982 as an Independent Variable of Teachers' Perceptions
Regarding the Force of the Teachers'
Voice in Determining School Policy

Years Taught in Dist.	Observed Response Frequency				Total
	No Resp.	More Voice	Adequate Voice	Less Voice	
No Resp.	1	8	1	0	
1 yr.	0	5	2	0	7
2-3 yrs.	0	18	1	0	19
4-5 yrs.	1	25	3	1	28
6-7 yrs.	0	24	5	0	30
8-13 yrs.	0	63	10	1	74
14-21 yrs.	1	24	15	0	39
22 yrs. +	1	7	6	1	14
Total		166	42	3	211

$\chi^2 = 33.011$ $df = 18$ Significant at 0.0166 level

Table 118

Years Teachers Have Been Teaching in the County School District
by 1982 as an Independent Variable of Teachers' Perceptions
Regarding the One Concern on Which the
School Board Should Spend Most Time

Years Taught in Dist.	Observed Response Frequency								Total
	No Resp.	Per- son- nel	Curri- culum	PR	Fin- ance	Buil- dings	Ad- min.	Other	
No Resp.	1	0	4	1	2	2	0	0	
1 yr.	1	1	0	3	2	0	0	0	6
2-3 yrs.	0	4	8	1	3	1	2	0	19
4-5 yrs.	4	1	7	4	6	2	2	3	25

Table 118 (Continued)

Years Teachers Have Been Teaching in the County School District
by 1982 as an Independent Variable of Teachers' Perceptions
Regarding the One Concern on Which the
School Board Should Spend Most Time

Years Taught in Dist.	Observed Response Frequency								Total
	No Resp.	Per- son- nel	Curri- culum	PR	Fin- ance	Buil- dings	Ad- min.	Other	
6-7 yrs.	1	1	9	7	5	5	2	0	29
8-13 yrs.	4	7	13	8	16	9	6	11	70
14-21 yrs.	2	7	12	5	2	1	9	2	38
22 yrs. +	3	0	7	0	2	1	1	1	12
Total		21	56	28	36	19	22	17	199
$\chi^2 = 56.435$		df = 36		Significant at 0.0163 level					

Table 119

Years Teachers Have Been Teaching in the County School District
by 1982 as an Independent Variable of Teachers' Perceptions
of Board Members' Views Regarding the Extent to
Which Teachers were Interested in Board Actions

Years Taught in Dist.	Observed Response Frequency					Total
	No Resp.	Very High	Moderately High	Moderately Low	Very Low	
No Resp.	1	0	4	5	0	
1 yr.	0	0	5	2	0	7
2-3 yrs.	1	4	8	6	0	18
4-5 yrs.	1	2	13	13	0	28
6-7 yrs.	0	4	7	18	1	30
8-13 yrs.	1	14	22	26	11	73
14-21 yrs.	0	7	20	12	1	40
22 yrs. +	0	0	10	5	0	15
Total		31	85	82	13	211
$\chi^2 = 35.993$		df = 18		Significant at 0.0071 level		

and oldest to the district more often indicated that school board members held "moderate" views, that teachers either had a "moderately high" or "moderately low" interest in school board actions, than did teachers who had taught from 2 to 21 years in the school district.

The data in Table 120 report the extent to which county teachers who had various degrees of teaching tenure in the school district perceived that board conflict was a consequence of board policies. More than 57 percent of the county teachers who had taught in the county for 2 to 3 years and from 22 or more years perceived that "moderate conflict" among board members as a consequence of board policies. No other group of teachers having taught in the county for other periods of time displayed that degree of unanimity among the sub-groups analyzed.

The data in Table 121 indicate the extent to which county teachers who had various degrees of teaching tenure in the school district perceived the county school board reaching decisions at closed meetings. Only 3.79 percent of the county teachers feel the county board never reach decisions at closed meetings. A plurality of the county teachers felt that the board "sometimes" arrives at decisions at closed meetings. The greatest percentage of teachers to hold that view had taught in the county from 8 to 13 years.

Null hypothesis 14 stated that there would be no statistically significant differences in the way in which teachers who had taught 1 year or less within the school districts, who had taught 2-3 years

Table 120

Years Teachers Have Been Teaching in the County School District
by 1982 as an Independent Variable of Teachers' Perceptions
of Board Members' Views Regarding the Extent to Which
Board Conflict was a Consequence of Board Policies

Years Taught in Dist.	Observed Response Frequency						Total
	No Resp.	Great Conflict	Moderate Conflict	Little Conflict	No Conflict	Don't Know	
No Resp.	1	1	6	0	0	2	
1 yr.	0	0	2	2	3	0	7
2-3 yrs.	0	1	11	2	2	3	19
4-5 yrs.	0	5	14	8	1	1	29
6-7 yrs.	1	6	11	11	1	0	29
8-13 yrs.	1	10	36	18	8	1	73
14-21 yrs.	0	3	13	14	5	5	40
22 yrs. +	1	1	8	4	0	1	14
Total		26	95	59	20	11	211
$\chi^2 = 37.500$		df = 24		Significant at 0.0390 level			

Table 121

Years Teachers Have Been Teaching in the County School District
by 1982 as an Independent Variable of Teachers' Perceptions
of Board Members' Views Regarding the Extent to Which
the Board Reaches Decisions at Closed Meetings

Years Taught in Dist.	Observed Response Frequency						Total
	No Resp.	Always	Usually	Sometimes	Never	Don't Know	
No Resp.	1	0	3	3	0	3	
1 yr.	0	0	4	3	0	0	7
2-3 yrs.	0	0	7	4	1	7	19
4-5 yrs.	0	2	6	13	1	7	29
6-7 yrs.	1	1	13	13	0	2	29
8-13 yrs.	1	4	20	37	2	10	73
14-21 yrs.	1	2	8	17	1	11	39
22 yrs. +	0	0	7	3	3	2	15
Total		9	65	90	8	39	211
$\chi^2 = 37.826$		$df = 24$		Significant at 0.0361 level			

within the school districts, who had taught 4-5 years within the school districts, who had taught 6-7 years within the school districts, who had taught 8-13 years within the school districts, who had taught 14-21 years within the school districts, or who had taught 22 or more years within the county school district in 1982 perceived 35 selected issues and procedures. The data in Table 116 support the conclusion that null hypothesis 14 was accepted with respect to statements 7, 8, 9, 11, 12, 14, 15, 17, 18, 19, 20, 21, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 38, 39, 40, and 41, but was rejected with respect to statements regarding the teachers' voice in determining school policy, single most serious problem facing the district, one concern the school board spends most time on, one concern the school board should spend most time, citizen interest in what the school board was doing, teacher interest in the actions of the school board, board rating of teacher interest in board actions, group interest in the actions of the school board, organization most interested in school board activity, election competition for the board in this district, tight contests in school board elections, campaigns involve the Supt. or his program as issues, board policies had created public conflict, board was unanimous in its decisions, same division on the board when there was disagreement, and board reaches decisions at closed meetings.

1982 Comparison of City Teachers
by Years Teaching in the School District

Null hypothesis 15 stated that there would be no statistically

significant differences in the way in which teachers who had taught 1 year or less within the school districts, who had taught 2-3 years within the school districts, who had taught 4-5 years within the school districts, who had taught 6-7 years within the school districts, who had taught 8-13 years within the school districts, who had taught 14-21 years within the school districts, or who had taught 22 or more years within the city school district in 1982 perceived 35 selected issues and procedures. The data in Table 122 support the conclusion that null hypothesis 15 was accepted in all respects. There were no statistically significant differences found at the .05 level or below.

Table 122

Levels of Significant Difference Between Teachers in the City
Schools in 1982 Differentiated by Years Teaching in School
District Concerning Responses on 35
Selected Questionnaire Statements

Statement	Prob. Level
7. Federal government control over local education.	0.0730
8. Kentucky government control over local education.	0.1136
9. Effect of desegregation of schools in Kentucky & U.S.	0.7549
10. Teachers' voice in determining school policy.	0.6335
11. <u>Single most</u> serious problem facing the district.	0.9343
12. <u>One</u> concern the school board spends most time on.	0.0808
13. <u>One</u> concern the school board <u>should</u> spend most time.	0.9738
14. <u>Citizen interest</u> in what the school board is doing.	0.0686
15. Teacher interest in the actions of the school board.	0.9187
16. Board rating of teacher interest in board actions.	0.3324
17. Group interest in the actions of the school board.	0.2917
18. Organization <u>most</u> interested in school board activity.	0.6676
19. Election competition for the board in this district.	0.3695
20. Tight contests in school board elections.	0.6821
21. Campaigns involve the Supt. or his program as issues.	0.8263
22. Board policies have created public conflict.	0.7610
23. Board is unanimous in its decisions.	0.4505
24. Same division on the board when there is disagreement.	0.2743

Table 122 (Continued)

Levels of Significant Difference Between Teachers in the City
Schools in 1982 Differentiated by Years Teaching in School
District Concerning Responses on 35
Selected Questionnaire Statements

Statement	Prob. Level
25. Board reaches decisions at closed meetings.	0.6954
26. Board decisions are reached by a formal process.	0.9228
27. Board has standing committees made up entire board.	0.0987
28. Extent to which the board handles personnel & hiring.	0.0833
29. Extent to which the board handles the school budget.	0.4585
30. Extent to which the board handles public relations.	0.1448
31. Extent to which the board handles new buildings.	0.1975
32. Extent to which the board handles teacher grievances.	0.2413
33. Extent to which the board handles salaries.	0.0506
34. Extent to which the board handles instruction.	0.3120
35. Board members should use their own judgment.	0.5620
36. Board as a whole views Federal government control.	0.3645
37. Board as a whole views Kentucky government control.	0.3495
38. Board as a whole views effect of desegregation.	0.2292
39. Board as a whole views greater voice for teachers.	0.7735
40. Board membership aids in members' careers.	0.2119
41. Service on the board has been enjoyable.	0.8784

(*) Significant at the acceptable .05 level.

CHAPTER 8

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

A majority of the findings of this study support the basic null hypotheses, that the groups studied would not be significantly different or divergent in how they perceived the 35 selected questionnaire statements. There were, however, many instances in which parts of these hypotheses were rejected. The findings were summarized in the data in Tables 123 to 126.

The data in Table 123 and 124 summarize all instances in which the hypotheses were accepted (A) or rejected (R) regarding 35 selected questionnaire statements for all longitudinal and horizontal cross-group comparisons. A comparison of the number of statements where the hypotheses were accepted with the number of statements where the hypotheses were rejected suggested the following conclusions:

The 1973 county board members and the 1982 county board members were significantly different in how they perceived one of the 35 selected questionnaire statements, whereas 1982 county board members and 1982 city board members were significantly different in how they perceived 15 of the 35 selected questionnaire statements. This finding suggested that the selected board members were more congruent in their views longitudinally (across a span of time) than horizontally (across school district lines during the same time period).

Table 123

Summary of the Responses of Longitudinal Groups Tested
for Significant Differences
on 35 Selected Questionnaire Statements

<u>Questionnaire Statements</u>	County '73 Board vs. County '82 Board (Table 14)	County '73 Teachers vs. County '82 Teachers (Table 16)	County '73 Teach vs. County '73 Board (Table 5)
7.	A	R	A
8.	A	R	A
9.	A	A	A
10.	A	A	A
11.	A	R	A
12.	A	R	A
13.	A	R	A
14.	A	A	A
15.	A	A	A
16.	A	R	A
17.	A	R	A
18.	A	R	A
19.	A	R	A
20.	A	R	A
21.	A	R	R
22.	A	A	R
23.	A	R	A
24.	A	R	R
25.	A	R	A
26.	A	R	R
27.	A	A	R
28.	A	A	A
29.	A	R	R
30.	A	R	A
31.	A	R	A
32.	A	A	A
33.	A	A	A
34.	A	A	A
35.	A	R	R
36.	A	A	R
37.	A	R	R
38.	A	A	A
39.	A	A	A
40.	R	R	A
41.	A	R	R

(A) = The Null Hypothesis, that there would be no significant difference, was accepted.

(R) = The Null Hypothesis, that there would be no significant difference, was rejected.

Table 124

Summary of the Responses of Horizontal Groups Tested
for Significant Differences
on 35 Selected Questionnaire Statements

<u>Questionnaire Statements</u>	County '82 Board vs. City '82 Board (Table 39)	County '82 Teachers vs. City '82 Teachers (Table 43)	County '82 Teachers vs. County '82 Board (Table 70)	City '82 Teachers vs. City '82 Board (Table 73)
7.	A	A	A	A
8.	A	A	A	A
9.	A	A	A	A
10.	A	A	R	R
11.	A	R	A	R
12.	A	A	A	A
13.	A	A	A	A
14.	A	R	A	A
15.	R	R	A	A
16.	A	A	A	A
17.	A	R	A	A
18.	A	A	A	R
19.	A	R	A	A
20.	R	R	A	A
21.	A	R	A	A
22.	A	R	R	A
23.	A	R	A	A
24.	R	R	A	R
25.	A	R	A	A
26.	A	A	A	R
27.	A	A	A	R
28.	A	A	A	A
29.	A	R	A	A
30.	A	R	A	A
31.	A	A	A	A
32.	A	A	A	A
33.	A	A	A	A
34.	A	A	A	A
35.	A	A	A	A
36.	A	A	A	A
37.	A	A	A	A
38.	A	A	A	A
39.	A	A	A	A
40.	A	R	A	A
41.	A	R	A	A

(A) = The Null Hypothesis, that there would be no significant difference, was accepted.

(R) = The Null Hypothesis, that there would be no significant difference, was rejected.

County teachers in 1973, when compared with 1982 county teachers, were significantly different in how they perceived 22 of the 35 selected questionnaire statements, whereas 1982 county teachers and 1982 city teachers were significantly different in how they perceived 15 of the 35 selected questionnaire statements. This finding suggests that the selected teachers were more congruent in their views horizontally (across school district lines during the same time period) than longitudinally (across a span of time).

County teachers in 1973, when compared with 1982 county teachers, were significantly different in how they perceived 10 of the 35 selected questionnaire statements, 1982 county board members and county teachers were significantly different in how they perceived 2 of the 35 selected questionnaire statements, and 1982 city board members and city teachers were significantly different in how they perceived 6 of the 35 selected questionnaire statements. This finding suggests that the 1982 teachers and board members were more congruent in their views than were the teachers and board members in 1973.

The data in Tables 125 and 126 summarize all instances in which the hypotheses were accepted (A) or rejected (R) regarding 35 selected questionnaire statements for all horizontal intra-group demographic comparisons.

When the sex of the teacher was used as a basis for comparison, it was found that county teachers differed significantly in how they perceived 4 of the 35 selected questionnaire statements; city teachers differed significantly in how they perceived none of the 35 selected questionnaire statements.

Table 125

Summary of the Responses of Teachers Differentiated by
Sex and Age of Teachers
Tested for Significant Differences
on 35 Selected Questionnaire Statements

<u>Questionnaire Statements</u>	County '82 Teachers by Sex (Table 80)	City '82 Teachers by Sex (Table 85)	County '82 Teachers by Age (Table 86)	City '82 Teachers by Age (Table 90)
7.	A	A	A	A
8.	A	A	A	A
9.	A	A	A	A
10.	A	A	A	A
11.	A	A	A	A
12.	A	A	R	A
13.	A	A	A	A
14.	A	A	A	A
15.	A	A	A	A
16.	A	A	A	A
17.	A	A	A	A
18.	A	A	A	A
19.	R	A	A	A
20.	A	A	A	R
21.	A	A	A	A
22.	A	A	R	R
23.	A	A	A	A
24.	A	A	A	A
25.	A	A	A	A
26.	A	A	A	A
27.	A	A	A	A
28.	A	A	A	R
29.	R	A	A	A
30.	A	A	R	R
31.	A	A	A	R
32.	A	A	A	R
33.	A	A	A	R
35.	A	A	A	A
36.	R	A	A	R
37.	R	A	A	R
38.	A	A	A	R
39.	A	A	A	A
40.	A	A	A	A
41.	A	A	A	A

(A) = The Null Hypothesis, that there would be no significant difference, was accepted.

(R) = The Null Hypothesis, that there would be no significant difference, was rejected.

Table 126

Summary of the Responses of Teachers Differentiated by
 Formal Training and Years Teaching in District
 Tested for Significant Differences
 on 35 Selected Questionnaire Statements

<u>Questionnaire Statements</u>	County '82 Teachers by Tng (Table 102)	City '82 Teachers by Tng (Table 110)	County '82 Teachers by Yrs (Table 116)	City '82 Teachers by Yrs (Table 122)
7.	A	R	A	A
8.	A	A	A	A
9.	A	A	A	A
10.	A	A	R	A
11.	R	A	A	A
12.	A	A	A	A
13.	A	A	R	A
14.	A	R	A	A
15.	A	A	A	A
16.	A	A	R	A
17.	A	A	A	A
18.	A	A	A	A
19.	A	A	A	A
20.	A	A	A	A
21.	R	A	A	A
22.	A	A	R	A
23.	R	R	A	A
24.	R	A	A	A
25.	A	A	R	A
26.	A	A	A	A
27.	A	A	A	A
28.	A	A	A	A
29.	A	A	A	A
30.	A	A	A	A
31.	A	A	A	A
32.	A	R	A	A
33.	A	A	A	A
34.	A	A	A	A
35.	R	A	A	A
36.	A	R	A	A
37.	R	A	A	A
38.	R	A	A	A
39.	A	A	A	A
40.	A	A	A	A
41.	A	A	A	A

(A) = The Null Hypothesis, that there would be no significant difference, was accepted.

(R) = The Null Hypothesis, that there would be no significant difference, was rejected.

When the age of the teacher was used as a basis for comparison, it was found that county teachers differed significantly in how they perceived 3 of the 35 selected questionnaire statements; city teachers differed significantly in how they perceived 11 of the 35 selected questionnaire statements.

When the formal training of the teacher was used as a basis for comparison, it was found that county teachers differed significantly in how they perceived 7 of the 35 selected questionnaire statements; city teachers differed significantly in how they perceived 5 of the 35 selected questionnaire statements.

When the years taught in the school district by the teacher was used as a basis for comparison, it was found that county teachers differed significantly in how they perceived 5 of the 35 selected questionnaire statements; city teachers differed significantly in how they perceived none of the 35 selected questionnaire statements.

It appeared from the above data that the greatest number of significant differences in the attitudes of teachers were found in groups of teachers of different ages. This divergence of opinion, however, was more true of city teachers than county teachers.

The above data also suggest that the least number of significant differences were in attitudes of male and female teachers, though this convergence of opinion was more apparent in the city than in the county.

When considering convergent and divergent perceptions of city and county teachers based upon the four demographic comparisons (sex, age, formal education, and years of teaching in the school district), it

was found that county teachers had congruent perceptions on 121 statements and had divergent perceptions on 19 statements. City teachers, however, had congruent perceptions on 124 statements and had divergent perceptions on 16 statements.

Divergent views were more often found when comparing teachers by age of the respondent. Convergent views were more often found when comparing teachers by number of years they taught in the school district. There were no instances in which views were totally convergent among both city and county school teachers when comparing views based upon intra-group differences such as sex, age, formal training, and years of teaching in the school district.

There were, however, two statements on which there was total congruity of perception between all groups compared. These questionnaire statements were: Statement 9 of the questionnaire regarding the desirable speed of desegregation in schools in Kentucky and U.S. and Statement 39 of the questionnaire regarding the boards' view as to the desirability for a greater voice for teachers.

Conclusions

1. Teachers and board members in both school districts studied perceived more items congruently than divergently when a broad range of issues and policy development procedures were considered.

2. County teachers and county board members in 1982 perceived issues and procedures more congruently than did city teachers and city board members.

3. County teachers and board members in 1982 perceived issues and procedures more congruently than their 1973 predecessors.

4. This trend toward more congruent attitudes between teachers and board members appears to be more the result of change in the attitudes of the teachers than in the attitudes of the board members.

5. Board members in the selected school districts were more congruent in their attitudes than teachers in these same school districts.

Implications

This study suggests that it is essential to the smooth functioning of the school district that teachers, administrators, and school board members make a concerted effort to establish open channels of communications. This may be done by formalizing the communications process through direct contact between the teacher and the school board member. This was called "collective negotiations" in some quarters, "collective bargaining" in other quarters, and in other quarters was simply a process that went on without the stigma of coming under the umbrella of either term.

Even without this formalized and ongoing group-to-group or one-to-one contact between teachers and board members, other, more formalized, communications in the form of printed policy statements could help improve the climate of opinion in the school district.

The overall shift in attitude in the county schools from 1973 to 1982 suggests that more open communications has generally been achieved in the county schools.

Encouraging teachers to attend school board meetings is another way to encourage communication between board members and teachers. Often teachers know they have a legal right to attend board meetings, but they do not do so because they feel that somehow it will be held against them. Some boards meet at times and in places that further inhibit teacher and/or community attendance at board meetings.

The county school board has, since 1973, changed its meeting times and places to make it possible for teachers and interested members of the community to attend school board meetings. Furthermore, the county board has been conscientious about giving advance notice to the community, via the local press, about the time and location of board meetings. Information about the practices of the city board in 1973 was not available since that school district was not studied at that time.

Teachers as individuals and teachers as representatives of their local teachers association have regularly attended and expressed their views at school board meetings both in the city and the county. Unlike the situation in school districts in other areas of the state, an adversarial relationship does not exist between the school boards and the teachers in the selected school districts.

The shift in perception of the board members toward the position that board membership aids board members in their careers is worthy of attention in two ways. First, the educational community and/or the community-at-large or its representatives (the press, special interest groups, etc.) may wish to attempt to determine in what ways board membership helps members' careers and whether these are appropriate.

Second, if board membership is a legitimate way to help members' careers, this could be used as an inducement to generate better quality persons to become candidates for school board positions.

Results of this study will be provided to the school districts studied. Attention should be given to significant differences in perceptions between the school board and the teachers to determine whether policy-or morale-affecting decisions might be a logical outgrowth of this scrutiny. Administrators might gain a better sense of the thinking of teachers in their district by reviewing the cumulative responses, presented in Appendix C.

Recommendations for Future Study

Several additional studies are suggested as expansions or replications of this study. Some of these are:

1. This study may be expanded to additional school districts.
2. Compare the opinions and attitudes of teachers, administrators, and school board members in various sections of the state.
3. Examine the opinions and attitudes of teachers, administrators, and school board members in rural and urban areas to see if these differ in their perceptions.
4. Consider the opinions and attitudes of other groups, such as community organizations, parents, and students, to see if these differ from what was perceived by the respondent groups used in this study.

5. Determine the reasons behind what the respondents perceived, why they perceived issues and procedures as they did, and how their attitudes affect their morale and classroom performance.

6. This study might be expanded to consider identified problem areas. These might include transportation, financing, emphasis on athletics, nepotism, and other problems identified by teachers in their responses.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. Books

- Carlton, P. W. and Richard T. Johnson, Virginia School Board Members and Collective Bargaining: An Assessment of Attitudes. Blacksburg: Virginia Polytechnic Institute, 1978).
- Counts, George S. The Social Composition of Boards of Education. Chicago: University of Chicago Press, 1927.
- Crain, Robert L. The Politics of School Desegregation. Chicago: Aldine, 1967.
- Davies, Daniel R., and Fred W. Hosler. The Challenge of School Board Membership. New York: Chartwell House, Inc., 1949.
- Fantini, M. D., and M. Gittell. Decentralization: Achieving Reform New York: Praeger Publishers, 1973.
- Getzels, Jacob W. "Administration as a Social Process," in Andrew W. Halpin, ed., Administrative Theory in Education. Chicago: Midwest Administration Center, 1958.
- Gross, Neal. Who Runs Our Schools? New York: John Wiley and Sons, Inc., 1958.
- Gross, Neal, and others., Explorations in Role Analysis. New York: John Wiley and Sons, Inc., 1958.
- Kerlinger, Fred N. Foundations of Behavioral Research. New York: Holt, Rinehart, and Winston, Inc., 1964.
- Minar, David W. Educational Decision-Making in Suburban Communities. Washington, D.C.: U.S. Office of Education, Cooperative Research Project #2440, 1966.
- Newby, K. Collective Bargaining - Practices and Attitudes of School Management - Research Report. Washington: National School Boards Association, 1977.
- Rogers, David 110 Livingston Street: Politics and Bureaucracy in the New York City School System. New York: Random House, 1968.
- Schrag, Peter. Voices in the Classroom. Boston: Beacon Press, 1965.
- Shaffer, Jesse R., Jr. and Ronald T. Farrar. The Laws of Kentucky as They Pertain to the Press. Frankfort: Kentucky Press Association, 1980.

- Social Science Research Council. Theory and Practice in Historical Study: A Report of the Committee on Historiography. New York: Social Science Research Council, 1946.
- Van Dalen, Deobold B. Understanding Educational Research. New York: McGraw Hill Book Company, 1966.
- Zeigler, Harmon, and M. Kent Jennings. Governing American Schools: Political Interaction in Local School Districts. North Scituate, Mass.: Duxbury Press, 1974.

B. Periodicals

- Belasco, James A., and Joseph A. Alutto. "Organizational Impacts on Teacher Negotiations." Industrial Relations, IX (1969), 67-79.
- Blanchard, Paul D. "The Kentucky School Board Member: Results of a Statewide Survey." The Kentucky School Boards Journal, XIV (May, 1972), 4-6.
- Blumberg, Arthur, and Wilford A. Weber. "Teacher Morale as a Function of Perceived Supervisor Behavioral Style." Journal of Educational Research, LXII (November, 1968), 112.
- Borger, Henry J., Jr., "Collective Negotiations as Perceived by Iowa Board Members and Superintendents." Dissertation Abstracts International, XXXI (August, 1970), 575A.
- Carlton, P.W., and Richard T. Johnson. "When Collective Negotiations are Unconstitutional: Virginia Teachers View the Failure." Journal of Collective Negotiations, (1979), 83-90.
- Caudill, Morris K. "Superintendents' and School Board Members' Conceptions of Restrictions on Selected Federal Aid Programs for Public Schools in Kentucky." Dissertation Abstracts International, XXX (November, 1969), 1744A.
- Charters, W. W., Jr., "Social Class Analysis and the Control of Public Education," Harvard Educational Review, XXIII (Fall, 1953), 268-70.
- Cloninger, Carroll Alexander. "Differential Perceptions of School Board Chairmen, Superintendents, Principals, and Classroom Teachers Concerning Selected Aspects of Collective Negotiations," Dissertation Abstracts International, XXXVIII (1972), 4273A.
- Crompton, T.E. "Teachers' Attitudes to Educational Controversies." Educational Research, XIII (June, 1971), 204-9.
- Duncan, John W., Jr. "Governing Board-Superintendent Expectation and Perception of the Teacher Role." Dissertation Abstracts International, XXXII (August, 1971), 692A-3A

- Dunn, F., and C.T. Bailey. "Identifiable Trends in Teacher Attitudes Toward Collective Negotiation." Collective Negotiations, II (1973), 113-122.
- Garver, G.G. "A Study of the Relationship Between Selected Variables and the Attitudes of Public School Principals in Oakland County, Michigan, Concerning Collective Bargaining for Public School Teachers." Dissertation Abstracts International, XXVIII (1968), 3929A.
- Harris, Alton E. "School Board Expectations for the Superintendent's Role in Decision Making." Dissertation Abstracts International, XXXI (November, 1970), 2055A.
- Herbertson, Jack R. "Teacher Negotiations as Perceived by Representatives of Teacher Groups, Superintendents, and School Board Presidents." Dissertation Abstracts International, XXVII (February, 1967), 23020-21A.
- Hollis, Coy F. "Board Members' and the Other School Personnel's Perceptions of the Role Responsibility in Initiating Solutions to Educational Problems." Dissertation Abstracts International, XXXII (1971), 6712A.
- Huff, Russell J. "How Superintendents See Themselves." Nation's Schools, LXXXIV (November, 1969), 35-39.
- Hurwitz, Mark W. "The Personal Characteristics and Attitudes of New Jersey School Board Members." Dissertation Abstracts International, XXXII (October, 1971), 1786A-87A.
- Jacobson, Robert C. "An Assessment of Prevailing Attitudes of Public School Board Presidents of Selected Contemporary Educational Issues of Critical Importance in the State of Iowa." Dissertation Abstracts International, XXXII (November, 1971), 2348A.
- Kramer, James G. "Perceptions of Value Orientations and Interactions Between Administrators and School Boards," Dissertation Abstracts International, XXVIII (September, 1967), 906A.
- Lall, Bernard M. "Role Expectations of the School Superintendent as Perceived by Superintendents, Principals, Teachers, and Board Members." Dissertation Abstracts International, XXIX (April 1969), 3380A.
- Larson, Ramond O. "School Board Members' Values, Belief Systems, and Satisfaction with the School Board Role." Dissertation Abstracts International, XXVIII (September, 1967), 906A-07A.
- Manz, John. "Personal Characteristics of School Board Members and Their Reactions to Issues Confronting the Board." Dissertation Abstracts International, XXVIII (May, 1968), 4420A.

- Mather, David L. "Perceptions of the Importance and Occurrence of and Satisfaction with Educational Practices in Selected Secondary Schools." Dissertation Abstracts International, XXXIII (February, 1973), 4016A.
- McFarland, Robert A. "A Study of Board Member Participation in the School Administrative Function as Perceived by Board Presidents and Superintendents in Selected Iowa Schools." Dissertation Abstracts International, XXIX (December, 1968), 1721A.
- Mikrut, J.J., Jr. "Teacher's Attitudes Toward Collective Negotiations: The Relationship of Personality, Organizational Morale and Selected Demographic Characteristics." Dissertation Abstracts International, XXXVII (1977), 5500-A.
- Moreschi, John P. "A Study of the Opinions of Pennsylvania Affiliated Teachers, Chief School Administrators, and School Board Members on Negotiations." Dissertation Abstracts International, XXX (January, 1970), 2771A.
- Morgan, Willard J. "Improving Teacher Morale." School and Community, XII (November, 1965), 28.
- Mosley, Raymond J. "Agreement and Disagreement Among Missouri Teachers, Superintendents and Board Members." Dissertation Abstracts International, XXVIII (November, 1967), 1661B.
- Nugent, Donald G. "Are Local Control Boards and Lay Boards Obsolete?" Educational Leadership, XXII (November, 1964), 85.
- Sinioropi, Anthony Vincent. "An Investigation of the Attitudes of Teachers, Board Members and Superintendents Regarding Collective Negotiations Legislation in Iowa." Dissertation Abstracts International, XXIX (1969), 3817A.
- Skippen, Robert E., Jr., "A Comparison of the Superintendent's Influence on School Board Policy as Perceived by Superintendents of Schools and the School Board Chairmen." Dissertation Abstracts International, XXV (May, 1965), 6356A.
- Sullivan, L.M. "A Study of the Attitudes of School Board Members and Superintendents and Their Relationship to Innovation in Selected Oklahoma Schools." Dissertation Abstracts International, XXIX (September, 1969), 971A-72A.
- Talty, Michael R. "Role Expectations for the Superintendent in Collective Negotiations Between School Boards and Nonunion Teachers' Organizations in New York State." Dissertation Abstracts International, XXIX (March, 1969), 2945A.

Trenholm, Ronald B. "The Superintendent's Role in Teacher Negotiations as Perceived by School Board Chairmen and Representatives of Teacher Groups." Dissertation Abstracts International, XXIX (October, 1968), 1095A.

C. Unpublished Sources

- Ball, Lyle Edwin. "Collective Negotiations in the Public Sector: A Legal and Attitudinal Study." Doctoral dissertation, University of Illinois, 1972.
- Beers, Charles M., Jr. "An Analysis of the Community-Oriented and Self-Oriented Board Member." Doctoral dissertation, University of Pittsburgh, 1965.
- Bell, William Alfred, Jr. "Attitudes Toward Items in the Professional Negotiation Process as Expressed by Kentucky School Board Chairpersons and Teacher Association Presidents." Doctoral dissertation, East Tennessee State University, 1979.
- Blanchard, Paul D. "Conflict and Cohesion in Small Groups: A Comparative Study of Kentucky School Boards." Doctoral dissertation, University of Kentucky, 1973.
- Blanchard, Paul D. Statement in a personal interview, Richmond, Kentucky, June 14, 1981.
- Burkett, Leonard E. "An Analysis of the Conditions and Practices of Kentucky Boards of Education in Relation to Certain School District Factors." Doctoral dissertation, University of Kentucky, 1967.
- Carlton, P.W. "Attitudes of Certificated Instructional Personnel in North Carolina Toward Questions Concerning Collective Negotiations and 'Sanctions'." Doctoral dissertation, University of North Carolina, 1966.
- Croskery, Beverly Ann F. "A Study to Determine the Attitudes of Clergy, School Board Members and Elementary Teachers Toward Death Education in the Schools." Doctoral dissertation, The University of Toledo, 1978.
- Dahms, William Roger. "A Study of the Attitudes and Values of Teachers and Board Members." Doctoral dissertation, The University of Michigan, 1978.
- Fisher, J.R. "The Relationship of Sex, Level, and Position of Oregon Educators to Attitudinal Statements that Deal with Collective Negotiations and Sanctions." Doctoral dissertation, University of Oregon, 1967.

- Fletcher, R.K., Jr. "Tennessee Educators' Viewpoints Regarding Professional Negotiations." Doctoral dissertation, Tennessee Technological University, 1976.
- Hutchinson, John Alvin. "Survey of Attitudes and Perceptions of School Board Presidents, Administrators, and Teachers Concerning ESEA Title-III Programs." Doctoral dissertation, Ball State University, 1975.
- Kleine, Glen A.W. "Congruence and Divergence of Teacher-Board Attitudes." Specialist in Education thesis, Eastern Kentucky University, 1973.
- Liddell, Lewis. "A Comparison of Attitudes Toward Music Education Among School Board Presidents, Superintendents, Principals, and Music Teachers in Mississippi Public Schools." Doctoral dissertation, Mississippi State University, 1977.
- Otunga, Moses Daniel. "The Relationship Between Teachers' Attitudes toward Participation in Decisions on School Issues and the Perceptions of Principals, Superintendents, and Board Members Concerning these Attitudes." Doctoral dissertation, Northern Illinois University, 1980.
- Phillips, John David Jr. "An Investigation of the Attitudes of Legislators, School Board Presidents, Principals, and Teachers Toward Career Education in Public School of Louisiana." Doctoral dissertation, Northwestern State University of Louisiana, 1975.
- Roland, James Edwin. "Knowledge and Attitudes of Administrators, Board Members, and Teachers Regarding the Education of Pregnant Students in Illinois." Doctoral dissertation, University of Illinois, 1973.
- Rooks, Donald Oneal. "Attitudes of Teachers, Principals, Superintendents, Board Members, and Legislators Toward Collective Bargaining for Teachers." Doctoral dissertation, University of Georgia, 1980.
- Steckler, Scott Stephen. "The Emerging Role of the Community in Collective Bargaining Negotiations: A Survey of Attitudes of Superintendents, Board of Education Presidents, and Teacher Organization Leaders Toward Tripartite Models." Doctoral dissertation, George Peabody College for Teachers, 1978.
- Sternberg, R.S. "Relationships Between Selected Teacher Characteristics and Tendencies Toward Collective Action." Doctoral dissertation, The College of William and Mary, 1976.
- Stewart, Larry Relna. "Attitudes of Rural Nevada Administrators, School Board Members, and Teachers Concerning Selected Major Problems." Doctoral dissertation, University of Nevada, 1979.

APPENDICES

APPENDIX A
COVER LETTER

EASTERN KENTUCKY UNIVERSITY

217

Richmond, Kentucky 40475-0959

COLLEGE OF APPLIED ARTS AND TECHNOLOGY
Department of Mass Communications

302 Wallace Building
(606) 622-3435

March 1, 1982

Dear _____ School Board Member:

I would like to encourage your cooperation in completing the enclosed questionnaire. This is a longitudinal study of how teachers and school board members perceive selected issues and procedures. It is being completed as part of the Doctorate in Education program in Educational Administration at East Tennessee State University.

Some of you may recall completing an identical questionnaire in 1973 which I used as part of my work toward an Specialist in Education degree at Eastern Kentucky University. The current study makes possible a comparison of how teachers and school board members perceive school board functions over a span of years to determine the extent to which these views have or have not changed in the _____ School District. Although some questions may appear to focus on issues that are current within the _____ School District, every question was constructed nine years ago and they were administered at that time to members of the _____ School Board and administrators and teachers within the _____ School District.

I ask your cooperation in completing this questionnaire because of the important results it may reveal and its potential value in helping to understand some of the changes in relationship in administration - board - teacher relationships over the years. I earnestly solicit your participation in this study. It is important that I receive a large response and your contribution is quite important to that end.

I would also like to take this opportunity to thank Mr. _____, Superintendent of the _____ School System, for being cooperative in 1973 and again in 1982 in clearing the way for these studies to be made in the _____ Schools.

When you have completed the questionnaire, please return it per instructions provided.

YOUR RESPONSES WILL BE CONFIDENTIAL! NO INDIVIDUAL RESPONSES WILL BE REPORTED IN THE DISSERTATION OR WILL BE MADE AVAILABLE TO ANY PERSON. THE SCHOOL DISTRICT WILL NOT BE IDENTIFIED BY NAME IN THE DISSERTATION REPORT.

Many thanks for your cooperations!

Sincerely,

Glen Kleine
Assistant Professor

APPENDIX B

COPY OF QUESTIONNAIRE SENT TO SCHOOL BOARD MEMBERS AND TEACHERS

CONFIDENTIAL QUESTIONNAIRE

1. Please indicate your sex: Male Female

2. Please designate your age bracket:

20-29 30-39 40-49 50-59 60-69

3. Please check the highest level of formal education which you have completed:

- Less than a bachelor's degree
 A bachelor's degree
 Additional graduate work beyond the bachelor's degree
 A master's degree or Rank II
 Additional graduate work beyond the master's degree or Rank II
 Rank I
 Additional graduate work beyond Rank I

(School Board members should skip the next question)

4. Please circle the grade you teach or indicate that you are an administrator.

1 2 3 4 5 6 7 8 Senior High School Administrator

(School Board members should skip the next question)

5. If you teach a particular subject rather than a grade, please indicate the subject you spend most of your time teaching.

(School Board members should skip the next question)

6. Please indicate the number of years you have taught in this school district including this year. (If you came into this system after January 1, 1981, do not complete this item.)

_____ years

7. Do you feel that the federal government exerts too much or too little control over local education?

- Too much
 Too little
 About the right amount
 Don't know

8. What about the Kentucky state government? Is the control it exerts over local education too much or too little?

Too much
 Too little
 About the right amount
 Don't know

9. There has been a lot of discussion about the desegregation of schools in Kentucky and across the country. Do you think the speed of desegregation in this country has been:

Too fast
 Too slow
 About right
 Don't know

10. In the past few years, teachers in many parts of the country have been demanding a greater voice in determining school policy. What do you think about this (not so much in the _____ School District, but across the country)?

Teachers should have a greater voice
 Teachers have an adequate voice in school policy
 Teachers already have too much voice in determining school policy

11. What would you say is the single most serious problem facing your district today? (Check only one)

Lack of financial resources
 Overcrowded conditions
 Difficulty of finding qualified teachers
 Militant Teachers' Organizations
 Problems between the races
 Other - (Please indicate)

12. On which one of the following concerns do you feel the _____ School Board spends most time? (Check only one)

Personnel
 Curriculum
 School-Community Relations
 Finance
 School Buildings and Facilities
 Problems of School Administration
 Other - (Please indicate)

13. On which one of the following concerns do you feel the _____ School Board should spend most time? (Check only one)

Personnel
 Curriculum
 School-Community Relations
 Finance
 School Buildings and Facilities
 Problems of School Administration
 Other - (Please indicate)

14. In general, would you rate citizen interest in what the school board is doing as:

Very High
 Moderately High
 Moderately Low
 Very Low

15. How would you rate teacher interest in the actions of your school board?

Very High
 Moderately High
 Moderately Low
 Very Low

16. How do you feel board members rate teacher interest in the actions of the board?

Very High
 Moderately High
 Moderately Low
 Very Low

17. Would you say that organized groups in the community are interested in which the school board is doing?

Very Interested
 Moderately Interested
 Not Very Interested
 Not At All Interested

18. If organized groups in the community are interested in what the board is doing, what type of organization would you say is most interested in school board activity? (Proceed to the next question if this does not apply.)

Civic Organizations
 Taxpayer Groups
 Teachers' Organizations
 Political Party Organizations
 Parents Groups
 Other - (Please indicate)

Now we would like you to consider the role of the school board member in the _____ School District and how you perceived the decision-making process and views of most of the members of this board.

19. How would you classify the competition for election to the school board in this school district (that is, the number of people who usually run)?

Usually there is a great deal of competition
 There is usually some competition
 There is usually no competition
 Don't know

20. Are school board elections usually closely contested (that is, are the races usually "tight")?

Elections are often closely contested
 Elections are sometimes closely contested
 Elections are seldom closely contested
 Don't know

21. Have campaigns for the school board tended to involve the Superintendent or his program as issues?

This is usually the case
 This is sometimes the case
 This rarely happens
 This never happens
 Don't know

22. Would you say that school board policies or decisions in recent years have created conflict or controversy among the people in the district?

Yes, a great deal of conflict
 Yes, a moderate amount
 A little conflict
 Almost no conflict
 Don't know

23. How often would you say that the school board is unanimous in its decisions (on other than routine matters)?
- Always unanimous
 - Usually unanimous
 - Occasionally it is not unanimous
 - More often split than unanimous
 - Don't know
24. When the board disagrees on issues, would you say there is more or less the same division on the board? That is, do the same members seem to stick together from one issue to the next?
- Yes
 - No
 - Don't know
25. How often do you feel the board reaches decisions at meetings which are not open to the public?
- Always
 - Usually
 - Sometimes
 - Never
 - Don't know
26. Would you describe the way decisions are reached by your board as being formal or informal?
- Decisions are made in a formal way
 - Decisions are usually made informally
 - Don't know
27. Does your school board have any standing committees made up entirely of school board members?
- Yes
 - No
 - Don't know

Now we would like to ask you about some of the specific business on which the boards and superintendents must make decisions. For each of the following areas (A-G) please check the appropriate box to indicate:

1. If the business is usually handled entirely by the superintendent.
2. If the business is handled by both board and superintendent, with the superintendent taking the lead.
3. If the business is handled by both board and superintendent, with the board taking the lead.
4. If the business is usually handled entirely by the board.
5. If you have no idea about how decisions are made by the local school board and/or superintendent on this item.

1. Entirely by Supt.	2. Both Board/ Supt. taking lead	3. Both Supt./ Bd. taking lead	4. Entirely by Board	5. Don't Know
----------------------------	---	---	----------------------------	------------------

28. Personnel
and
Hiring

29. School
Budget

30. Public
Relations

31. New
Buildings

32. Teachers'
Grievances

33. Salaries

34. Instructions

35. Which of the two points of view about how a school board member should act is representative of most of the members of the _____ School Board?

_____ They do what the public wants them to do, even if it isn't their personal preference.

_____ They use their own judgment, regardless of what others want them to do.

_____ Don't know.

36. How do you feel the school board members as a whole view the role of the federal government in local school district affairs?
- The federal government exerts too much control over local education.
- The federal government exerts too little control over local education.
- The control exerted by the federal government over local education is just about right.
- Don't know.
37. How do you feel the school board members as a whole view the role of the state government in local school district affairs?
- The state government exerts too much control over local education.
- The state government exerts too little control over local education.
- The control exerted by the state government over local education is just about right.
- Don't know.
38. There has been a lot of discussion about the desegregation of schools in Kentucky and across the country. What do you think is the attitude of the school board members as a whole on this issue? Do they think that the speed of desegregation in this country has been:
- Too fast
- Too slow
- About right
- Don't know
39. In the past few years, teachers in many parts of the country have been demanding a greater voice in determining school policy. What do you think is the attitude of the school board members as a whole on this issue? Do they think teachers (not so much in _____ School District, but across the country) ...
- should have a greater voice
- have an adequate voice in school policy
- already have too much voice in determining school policy
40. Sometimes people find that the experience of board membership is an aid to them in their careers. As far as the careers of _____ School District board members is concerned, would you say that board membership has been:
- Very helpful
- Fairly helpful
- Not helpful
41. On the whole, how do you feel members of the _____ School Board have found their service on the board?
- Very enjoyable and rewarding
- Enjoyable, but sometimes frustrating
- Not enjoyable -- have felt uncomfortable as a board member
- Don't know

APPENDIX C
CUMULATIVE RESPONSES TO CONFIDENTIAL QUESTIONNAIRE

Cumulative Responses to Confidential Questionnaire

	County Board 1973	County Board 1982	City Board 1982	County Teachers 1973	County Teachers 1982	City Teachers 1982
--	-------------------	-------------------	-----------------	----------------------	----------------------	--------------------

7. Do you feel that the federal government exerts too much or too little control over local education?

Too much	.	1	2	24	96	24
Too little	.	.	.	19	11	5
About right	.	2	2	49	80	8
Don't know	.	.	.	22	33	7

8. What about the Kentucky state government? Is the control it exerts over local education too much or too little?

Too much	.	1	1	10	85	17
Too little	.	.	.	28	23	4
About right	.	3	3	54	85	12
Don't know	.	.	.	22	25	10

9. There has been a lot of discussion about the desegregation of schools in Kentucky and across the country. Do you think the speed of desegregation in this country has been:

Too fast	.	1	1	28	39	10
Too slow	.	.	.	15	44	14
About right	.	2	3	54	96	15
Don't know	.	1	.	18	39	5

10. In the past few years, teachers in many parts of the country have been demanding a greater voice in determining school policy. What do you think about this (not so much in the School District, but across the country)?

Have a greater voice	.	.	.	81	174	37
Have adequate voice	.	3	4	32	43	7
Have too much voice	.	1	.	2	3	.

11. What would you say is the single most serious problem facing your district today? (Check only one)

Financial resources	3	2	2	47	131	21
Overcrowding	1	.	.	53	53	4
Lack good teachers	.	.	1	1	1	.
Militant Teachers'	.	.	.	1	3	1
Racial problems	.	.	.	2	2	3
Other	.	2	.	9	27	11

Cumulative Responses to Confidential Questionnaire

	County Board 1973	County Board 1982	City Board 1982	County Teachers 1973	County Teachers 1982	City Teachers 1982
12. On which <u>one</u> of the following concerns do you feel the _____ School Board spends most time? (Check only one)						
Personnel	.	.	.	12	20	2
Curriculum	.	.	1	3	11	.3
Public Relations	.	.	.	5	15	2
Finance	1	2	1	31	89	23
School Buildings	1	.	1	23	36	2
Administration	2	2	1	17	28	7
Other	.	.	.	17	10	2
13. On which <u>one</u> of the following concerns do you feel the _____ School Board <u>should</u> spend most time? (Check only one)						
Personnel	.	1	.	5	21	5
Curriculum	.	1	1	41	60	16
Public Relations	.	.	2	15	29	4
Finance	.	.	1	16	38	7
School Buildings	.	2	.	18	21	2
School	.	.	.	9	22	4
Other	.	.	.	4	17	2
14. In general, would you rate <u>citizen interest</u> in what the school board is doing as:						
Very High	.	.	.	5	13	7
Moderately High	2	2	3	30	89	18
Moderately Low	2	2	1	56	96	18
Very Low	.	.	.	23	24	.
15. How would you rate teacher interest in the actions of your school board?						
Very High	.	2	.	26	63	13
Moderately High	3	.	4	58	117	19
Moderately Low	1	2	.	26	40	6
Very Low	.	.	.	4	2	6
16. How do you feel board members rate teacher interest in the actions of the board?						
Very High	.	1	.	11	31	1
Moderately High	3	3	4	47	89	19
Moderately Low	1	.	.	35	87	15
Very Low	.	.	.	22	13	6

Cumulative Responses to Confidential Questionnaire

	County Board 1973	County Board 1982	City Board 1982	County Teachers 1973	County Teachers 1982	City Teachers 1982
--	----------------------	----------------------	--------------------	-------------------------	-------------------------	-----------------------

17. Would you say that organized groups in the community are interested in which the school board is doing?

Very Interested	1	1	.	18	32	2
Moderate Interest	1	3	1	44	126	2
Not Very Interested	2	.	3	46	54	10
No Interest	.	.	.	6	.8	30

18. If organized groups in the community are interested in what the board is doing, what type of organization would you say is most interested in school board activity? (Proceed to the next question if this does not apply.)

Civic Organizations	.	.	.	2	10	13
Taxpayer Groups	.	.	.	16	22	2
Teachers' Groups	3	2	.	52	128	5
Political Groups	.	.	2	4	7	19
Parents Groups	1	1	.	17	23	2
Other	.	.	.	7	3	

19. How would you classify the competition for election to the school board in this school district (that is, the number of people who usually run)?

Great competition	.	.	3	6	91	16
Some competition	4	4	1	70	114	24
No competition	.	.	.	31	5	4
Don't know	.	.	.	8	11	.

20. Are school board elections usually closely contested (that is, are the races usually "tight")?

Closely contested	1	4	.	8	79	3
Sometimes contested	1	.	3	34	112	11
Seldom contested	2	.	1	54	15	.26
Don't know	.	.	.	19	15	4

21. Have campaigns for the school board tended to involve the Superintendent or his program as issues?

Usually the case	1	1	.	34	68	1
Sometimes the case	.	2	.	34	99	5
This rarely happens	1	1	2	22	29	16
This never happens	2	.	2	6	5	7
Don't know	.	.	.	17	19	15

Cumulative Responses to Confidential Questionnaire

	County Board 1973	County Board 1982	City Board 1982	County Teachers 1973	County Teachers 1982	City Teachers 1982
22. Would you say that school board policies or decisions in recent years have created conflict or controversy among the people in the district?						
Great conflict	.	2	.	15	27	2
Moderate conflict	1	.	.	44	101	6
A little conflict	.	.	1	31	59	8
Almost no conflict	3	2	3	12	20	23
Don't know	.	.	.	12	13	5
23. How often would you say that the school board is unanimous in its decisions (on other than routine matters)?						
Always unanimous	.	.	.	2	7	3
Usually unanimous	3	2	1	21	44	20
Seldom unanimous	1	1	3	40	61	6
More often split	.	1	.	23	89	1
Don't know	.	.	.	29	19	13
24. When the board disagrees on issues, would you say there is more or less the same division on the board? That is, do the same members seem to stick together from one issue to the next?						
Yes	3	4	1	80	181	19
No	1	.	3	3	6	4
Don't know	.	.	.	32	33	20
25. How often do you feel the board reaches decisions at meetings which are not open to the public?						
Always	1	.	.	8	9	5
Usually	2	.	1	41	68	5
Sometimes	1	3	3	28	93	17
Never	.	1	.	2	8	16
Don't know	.	.	.	33	42	.
26. Would you describe the way decisions are reached by your board as being formal or informal?						
Made in a formal way	3	2	4	12	53	8
Made informally	1	2	.	34	87	19
Don't know	.	.	.	68	79	16

Cumulative Responses to Confidential Questionnaire

	County Board 1973	County Board 1982	City Board 1982	County Teachers 1973	County Teachers 1982	City Teachers 1982
27. Does your school board have any standing committees made up entirely of school board members?						
Yes	.	1	1	6	28	4
No	4	3	3	21	53	6
Don't know	.	.	.	87	140	33

Now we would like to ask you about some of the specific business on which the boards and superintendents must make decisions.

1. If the business is usually handled entirely by the superintendent.
2. If the business is handled by both board and superintendent, with the superintendent taking the lead.
3. If the business is handled by both board and superintendent, with the board taking the lead.
4. If the business is usually handled entirely by the board.
5. If you have no idea about how decisions are made by the local school board and/or superintendent on this item.

28. Personnel and Hiring

Entirely by Supt.	.	1	.	26	52	3
Both Bd/Supt						
..Supt taking lead	4	3	3	60	119	26
..Bd taking lead	.	.	1	9	17	6
Entirely by Bd	.	.	.	16	1	1
Don't Know	.	.	.	.	23	6

29. School Budget

Entirely by Supt.	3	1	1	12	11	6
Both Bd/Supt						
.. Supt taking lead	1	3	3	44	127	18
.. Bd taking lead	.	.	.	11	27	10
Entirely by Bd	.	.	.	2	1	1
Don't Know	.	.	.	41	46	6

30. Public Relations

Entirely by Supt.	.	.	1	14	4	10
Both Bd/Supt						
.. Supt taking lead	3	1	1	33	71	9
.. Bd taking lead	1	3	1	19	73	5
Entirely by Bd	.	.	.	1	12	1
Don't Know	.	.	.	39	48	15

Cumulative Responses to Confidential Questionnaire

	County Board 1973	County Board 1982	City Board 1982	County Teachers 1973	County Teachers 1982	City Teachers 1982
31. New Buildings						
Entirely by Supt.	.	.	.	5	3	1
Both Bd/Supt						
.. Supt taking lead	2	4	4	49	110	14
.. Bd taking lead	2	.	.	17	42	9
Entirely by Bd	.	.	.	5	5	3
Don't Know	.	.	.	34	50	15
32. Teachers' Grievances						
Entirely by Supt.	.	1	.	11	25	7
Both Bd/Supt						
.. Supt taking lead	2	2	3	43	95	19
.. Bd taking lead	2	1	1	16	39	7
Entirely by Bd	.	.	.	4	5	1
Don't Know	.	.	.	35	46	7
33. Salaries						
Entirely by Supt.	.	.	1	13	24	6
Both Bd/Supt						
.. Supt taking lead	4	3	2	39	96	20
.. Bd taking lead	.	1	1	20	29	9
Entirely by Bd	.	.	.	3	5	2
Don't Know	.	.	.	34	54	5
34. Instructions						
Entirely by Supt.	3	2	1	27	28	11
Both Bd/Supt						
.. Supt taking lead	1	2	1	28	82	11
.. Bd taking lead	.	.	.	13	23	3
Entirely by Bd	.	.	.	41	3	1
Don't Know	.	.	.	.	69	14
35. Which of the two points of view about how a school board member should act is representative of most of the members of the _____ School Board?						
Represent public	2	1	.	21	32	2
Use own judgment	1	2	3	53	111	27
Don't know.	1	.	1	40	67	14

Cumulative Responses to Confidential Questionnaire

	County Board 1973	County Board 1982	City Board 1982	County Teachers 1973	County Teachers 1982	City Teachers 1982
--	----------------------	----------------------	--------------------	-------------------------	-------------------------	-----------------------

36. How do you feel the school board members as a whole view the role of the federal government in local school district affairs?

Too much control	3	2	3	27	61	16
Too little control.	.	.	.	1	3	1
Just about right.	1	1	1	5	23	5
Don't know.	.	1	.	81	128	22

37. How do you feel the school board members as a whole view the role of the state government in local school district affairs?

Too much control.	1	1	3	15	57	18
Too little control.	.	.	.	3	8	1
Just about right.	3	2	1	18	31	4
Don't know.	.	1	.	77	120	20

38. There has been a lot of discussion about the desegregation of schools in Kentucky and across the country. What do you think is the attitude of the school board members as a whole on this issue? Do they think that the speed of desegregation in this country has been:

Too fast	.	1	1	14	19	10
Too slow	.	.	.	1	12	2
About right	4	2	3	43	78	13
Don't know	.	1	.	55	106	19

39. In the past few years, teachers in many parts of the country have been demanding a greater voice in determining school policy. What do you think is the attitude of the school board members as a whole on this issue? Do they think teachers (not so much in _____ School District, but across the country) ...

Have a greater voice	1	.	.	19	41	11
Have adequate voice	3	2	4	60	138	22
Have too much voice	.	2	.	32	33	9

40. Sometimes people find that the experience of board membership is an aid to them in their careers. As far as the careers of _____ School District board members is concerned, would you say that board membership has been:

Very helpful	.	3	1	17	43	10
Fairly helpful	1	1	.	46	126	11
Not helpful	3	.	3	37	38	17

Cumulative Responses to Confidential Questionnaire

	County Board 1973	County Board 1982	City Board 1982	County Teachers 1973	County Teachers 1982	City Teachers 1982
--	-------------------------	-------------------------	-----------------------	----------------------------	----------------------------	--------------------------

41. On the whole, how do you feel members of the _____
School Board have found their service on the board?

Very enjoyable	2	1	1	6	13	12
Enjoyable, but frustrating	2	3	3	51	148	19
Not enjoyable	.	.	.	3	7	1
Don't know	.	.	.	53	47	12

VITA

GLEN ALBERT WILLIAM KLEINE

Personal Data: Date of Birth: September 12, 1936
 Place of Birth: St. Louis, Missouri
 Marital Status: Married

Education: Public Schools, St. Louis, Missouri
 University of Missouri, Columbia, Missouri;
 secondary education, B.S., 1957.
 University of Missouri, Columbia, Missouri;
 journalism, M.A., 1959.
 Eastern Kentucky University, Richmond, Kentucky;
 educational administration, Ed.S., 1973.
 East Tennessee State University, Johnson City,
 Tennessee; educational administration, Ed.D., 1982.

Professional Experience: Reporter and copyreader, Columbia Missourian, 1958-1959
 Middle school art teacher, Mehlville R-9 School District,
 1958 and 1960
 High school social studies and journalism teacher,
 Mehlville R-9 School District, 1960-1965
 Education consultant and writer, St. Louis Post-Dispatch,
 1965-1966
 Executive Director, Metropolitan Service Association,
 1966-1967
 Assistant Professor of Mass Communications, Eastern
 Kentucky University, Richmond, Kentucky, 1967-present

Honors and Awards: Vice President, Missouri State Teachers Association,
 1963-1964
 American Newspaper Publishers' Association & National
 Council of Social Studies Scholarship, Iowa
 University, Iowa City, Iowa, 1965
 National Defense Education Act Scholarship, Yale
 University, New Haven, Connecticut, 1965
 Eastern Kentucky University Chapter President, Phi Delta
 Kappa, 1970-1971
 Editor of the College Press Review magazine by the Natl.
 Council of College Publications Advisers, 1970-1973
 Chairman of Curriculum Commission and editor of Learning
 About Mass Communications, Kentucky Department of
 Education, June, 1972, 178 pp.
 Presidential Citation, National Council of College
 Publications Advisers, 1973
 Excellence in Teaching Award, Eastern Kentucky
 University, 1974
 National President, Alpha Phi Gamma, Honor Society in
 Journalism, 1971-1975
 Doctoral Fellowship, East Tennessee State University,
 Johnson City, Tennessee, 1974-1975
 Elected to Kappa Delta Pi, Scholastic Honor Society in
 Education, 1975