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Nelson, Ronald Douglas, Ed.D.

East Tennessee State University, 1992

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Ann Arbor, MI 48106

**THE PREFERENCES OF TENNESSEE SCHOOL SUPERINTENDENTS AND
SCHOOL BOARD CHAIRPERSONS REGARDING SCHOOL-BASED MANAGEMENT**

**A Dissertation
Presented to
the Faculty of the
Department of Educational Leadership and Policy Analysis
East Tennessee State University**

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

**by
Ronald Douglas Nelson
August 1992**

APPROVAL


This is to certify that the Graduate Committee of

RONALD DOUGLAS NELSON

met on the

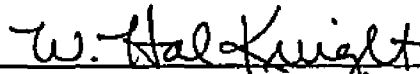
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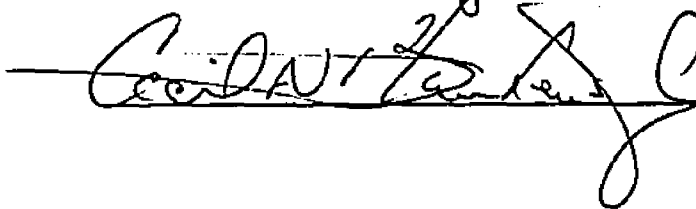
The committee read and examined his dissertation, supervised his defense of it in an oral examination, and decided to recommend that his study be submitted to the Graduate Council and the Associate Vice-President for Research and Dean of the Graduate School, in partial fulfillment of the requirements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

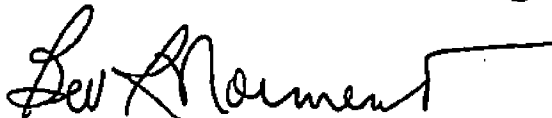


Chairman, Graduate Committee









Associate Vice-President for Research
and Dean of the Graduate School

Signed on behalf of
the Graduate Council

ABSTRACT

THE PREFERENCES OF TENNESSEE SCHOOL SUPERINTENDENTS AND SCHOOL BOARD CHAIRPERSONS REGARDING SCHOOL-BASED MANAGEMENT

by

Ronald Douglas Nelson

The purpose of this study was to determine the preferences of Tennessee public school superintendents and school board chairpersons regarding school-based management and to determine the differences between both groups' preferences regarding the following aspects of school-based management: each identified approach or model, school-based budgeting decisions, personnel decisions, curriculum decisions, function(s) of school-based management councils, and district level planning prior to implementing school-based management. Demographics were reported regarding superintendents' and school board chairpersons' preferences regarding school-based management. When a significant difference was determined between the two groups' preferences regarding any of the identified facets, the demographics were analyzed.

The method of study was survey. Surveys were mailed to all of Tennessee's public school superintendents and school board chairpersons. Of the superintendents and school board chairpersons surveyed, 71.0% of the superintendents and 63.0% of the school board chairpersons responded.

Null hypotheses were stated for the different aspects of school-based management. Demographic information was reported. A significant difference was determined between the preferences of the two groups regarding the function(s) of school-based management councils at the .05 level.

INSTITUTIONAL REVIEW BOARD APPROVAL

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

Title of Grant or Project The Preferences of Tennessee School Superintendents and School Board Chairpersons Regarding School-Based Management

Principal Investigator Ronald Douglas Nelson

Department Educational Leadership and Policy Analysis

Date Submitted January 7, 1992

Institutional Review Board, Chairman

Anthony J. DeLucia

DEDICATION

**To my wife, Mary Ann,
and children, Holly and Eric**

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Chapter 1

Introduction

From my experience with education reform in the U.S. and elsewhere, I have concluded that the effectiveness of education can be improved and that the public call for education reform is a stimulus for improvement. However, the leadership of a reform movement cannot be left in the hands of individuals who have little understanding of schools, of teachers, of parents, and of students. A call for reform can stimulate each local school to examine its effectiveness, to identify its problems, and to organize its teachers, principals, parents, and others who are deeply interested in education to work together in developing and trying out possible solutions. (Tyler, 1987, p. 287)

American educational organization and management theory has mirrored the economic development of America. Prior to 1900, decentralized decision making was the rule rather than the exception as a management tool. The local school was the cornerstone of education in America. The principal, teachers, parents, and community members designed the curriculum, determined the budget, and staffed the schools (Marburger, 1985).

The development of a distinct body of knowledge pertaining to organization and management evolved during the late 19th and early 20th centuries. Taylor's concept of "scientific management," Fayol's 14 principles of management, and Weber's bureaucratic organizational model have played important roles in the development of the centralized decision-making model in American business and education in the 20th century (Kast & Rosenzweig, 1970).

With the centralized decision-making model firmly entrenched in American industry and education since the turn of the century, the reform movements in business and education have challenged this decision-making process. In the 1960s the federal government impacted education with entitlement programs and expansion in the areas of innovative teaching techniques and resources. As Bailey stated, "the overriding assumption was that largeness and money could feed innovation and research and would indirectly improve educational practices and outcomes" (1991, p. 4).

In the 1970s school effectiveness studies were initiated to determine what constituted an effective school program. Information on effective schools was generally based on standardized test scores and Bailey (1991) conceded that this "became the basis for conclusions about effective schools" (p. 7).

With growing public alarm over lower college entrance scores, the perception of inadequate discipline in public schools, and the relaxed structure of public schools during the late 1960s and 1970s the educational system was a prime target for suggested reform. A Nation at Risk: The Imperative for Educational Reform (The National Commission on Excellence in Education, 1983) depicted the public education system as an entity in dire need of reform. The implementation of the suggested reforms of this report by

state and local school districts increased the centralization of the decision-making process. However, additional national reports published in the mid- to late 1980s such as A Nation Prepared: Teachers for the 21st Century and An Imperiled Generation emphasized that the local district programs should be considered in the reform efforts. One of the reform efforts that emerged from these efforts was a renewed interest in a decision-making system that empowers the local school to make decisions concerning curriculum, personnel, and budget by those affected by the decisions. This system of local school autonomy is school-based management (Valesky, Smith, & Fitzgerald, 1990).

With the current emphasis on choice and decentralization of the decision-making process in public schools, Marburger (1985) pointed out that there are two rationales for moving to school-based decisions. First, "schools should respond directly to parents' demands, and second, principals and teachers should have more control over school operations, particularly the instructional programs, because they are in the best position to know about the unique learning needs of their students" (p. 20).

There are several important questions that school districts should address prior to implementing school-based management. First, the district should decide on the conceptual approach that will be used to implement school-based management.

The single greatest inhibitor to entering a shared governance system is lack of knowledge about how to structure such a process. You will have to work together to learn what models are possible and which will work best for your district. (Sokoloff, 1990, p. 43)

The problem-solving approach, proposal approach, visionary approach, teaming approach, and multiple approach are potential approaches to school-based management (J. Lewis, 1989).

Second, the underlying premise for school-based management is the delegation of authority from the district level to the school level. Analysts of school-based management have identified three critical areas of authority that should be delegated to local schools: budget decisions, personnel decisions, and curriculum decisions. The transfer of authority in these areas requires careful consideration of the following questions: Will the schools receive a lump-sum budget or some portion of the budget and how much autonomy will the local school have in allocating and expending the money? Will the local school have the autonomy to define positions and fill vacancies? Will the local school be encouraged and permitted to develop curriculum and select or create instructional materials (David, 1989)?

Third, the school district should establish the relationship between the school-based management council and the school board and superintendent as it pertains to their willingness to share authority. A common problem created by

school districts implementing school-based management is distinguishing between and clarifying the role of the school-based management council and the local school board (Marburger, 1985).

Fourth, Mitchell (1990) suggested the following district level planning prior to implementing school-based management:

1. Commit the school board to action,
2. Involve administrators early,
3. Solicit outside expertise,
4. Visit other school systems that have implemented school-based management,
5. Work with the union,
6. Be aware of time commitment needed in the new decision-making model,
7. Adopt appropriate school board policies, and
8. Implement school-based management with a pilot program.

Among the groups who will play pivotal roles in the success or failure of school-based management are local school superintendents and school board chairpersons. "To be successful, the school board and the superintendent must solidly support the new system. For this reason the board and superintendent should explore the idea carefully before opening up a public discussion of school-based management" (American Association of School Administrators, National

Association of Elementary School Principals, and National Association of Secondary School Principals, 1988).

The local school board is created by law and is responsible for establishing educational policies for the district. It has the responsibility for ensuring that a quality educational program is provided for all students. The local school board is fiscally accountable to the taxpayers and to the state for expenditures of revenue for education in its district. The local school board should establish, in writing, clear parameters and policies pertaining to school-based management. "Site-based management cannot work without the school board's active involvement and determined support. In fact, unless school board members are behind it, any attempt to move the decision-making process closer to the classroom will surely fail" (Mitchell, 1990, p. 42). School boards must support the concept of school-based management and be willing to share some of their decision-making power with the school councils (Marburger, 1985).

The superintendent is the person responsible for administering all facets of the educational process in a school district. The superintendent must be willing to delegate responsibility and authority to the local schools if school-based management is to be successful. Marburger (1985) pointed out that "school-based management will not

become a reality in a school district without the whole-hearted support of the chief school officer" (p. 41).

Tennessee is following the lead of other states and school districts by developing a plan to address the concerns of business leaders, school administrators, teachers, parents, and students pertaining to its educational structure. The Master Plan for Tennessee Schools: Preparing for the Twenty-First Century (1990) addresses school-based management. Goal 11 states "by no later than the first day of the 21st century, school-base decision making shall be the rule rather than the exception in all school districts of the state" (p. 41).

The Problem

Statement of the Problem

Based on The Master Plan for Tennessee Schools: Preparing for the Twenty-First Century (1990), the State of Tennessee may be preparing to implement school-based management with little input from two important groups that will play pivotal roles in the success or failure of school-based management--superintendents and school board members. Therefore, preferences need to be identified for these two critical groups in regard to specific areas of school-based management.

Purpose of the Study

The purpose of this study was to determine the preferences of Tennessee public school superintendents and school board chairpersons regarding school-based management and to determine the differences between superintendents' and school board chairpersons' preferences regarding school-based management as they pertained to the following areas:

1. Each model or approach to school-based management,
2. The autonomy that should be delegated to the local schools in the following administrative areas: budget decisions, personnel decisions, and curriculum decisions,
3. The function(s) of the local school-based management council, and
4. The district level planning prior to implementing school-based management.

Subpurpose

The subpurpose of this study was to determine and report the demographic variables of the respondents and analyze the demographics if a significant difference(s) occurred at an established level in the following areas:

1. The autonomy that should be delegated to the local schools in the following administrative areas: budget decisions, personnel decisions, and curriculum decisions,
2. The function(s) of the local school-based management council, and

3. The district level planning prior to implementing school-based management.

The following demographic data were collected concerning superintendents and school board chairpersons:

1. Number of students enrolled in the school district,
2. Gender of the superintendents and school board chairpersons,
3. Educational attainment of the superintendents and school board chairpersons,
4. Number of years of administrative experience (superintendents) and number of years as a school board member (board chairpersons),
5. Age of the superintendents and school board chairpersons,
6. Representative of city or county school district, and
7. Elected or appointed (superintendents).

Research Questions and Hypotheses

The following research questions and hypotheses were considered relevant to the study and apply to both superintendents and school board chairpersons:

1. What are the preferences of superintendents and school board chairpersons pertaining to the autonomy that should be delegated to the local schools in the following administrative areas: budget decisions, personnel decisions, and curriculum decisions?

2. What are the preferences of superintendents and school board chairpersons pertaining to the function(s) that should be granted to the local school-based management councils?

3. What are the preferences of superintendents and school board chairpersons pertaining to district level planning prior to implementing school-based management?

4. What were the demographics of the respondents and what were the preferences of superintendents and school board chairpersons if a significant difference was found between the superintendents and school board chairpersons in the following domains of school-based management: district level planning prior to implementation, school-based budgeting decisions, school-based personnel decisions, school-based curriculum decisions, and function(s) of the school-based management councils?

Hypotheses number 1 through 12 were stated in the null hypotheses form for analysis of the data.

H_01 There will be no significant difference between the preferences of superintendents and school board chairpersons regarding the problem-solving approach to school-based management.

H_02 There will be no significant difference between the preferences of superintendents and school board chairpersons regarding the proposal approach to school-based management.

H₀₃ There will be no significant difference between the preferences of superintendents and school board chairpersons regarding the teaming approach to school-based management.

H₀₄ There will be no significant difference between the preferences of superintendents and school board chairpersons regarding the visionary approach to school-based management.

H₀₅ There will be no significant difference between the preferences of superintendents and school board chairpersons regarding the multiple approach to school-based management.

H₀₆ There will be no significant difference between the preferences of superintendents and school board chairpersons regarding school-based management being mandated by the State.

H₀₇ There will be no significant difference between the preferences of superintendents and school board chairpersons regarding the need for a State model for school-based management.

H₀₈ There will be no significant difference between the preferences of superintendents and school board chairpersons pertaining to the autonomy that should be delegated to the individual schools regarding budget.

H₀₉ There will be no significant difference between the preferences of superintendents and school board

chairpersons pertaining to the autonomy that should be delegated to the individual schools regarding personnel decisions.

H₀10 There will be no significant difference between the preferences of superintendents and school board chairpersons pertaining to the autonomy that should be delegated to the individual schools regarding curriculum.

H₀11 There will be no significant difference between the preferences of superintendents and school board chairpersons pertaining to the function(s) of the school-based management councils.

H₀12 There will be no significant difference between the preferences of superintendents and school board chairpersons pertaining to the district level planning prior to implementing school-based management.

Significance of the Problem

School-based management is an important facet of the statewide goals of the Tennessee State Department of Education as outlined in the "21st Century Challenge: Statewide Goals and Objectives for Educational Excellence" (Tennessee State Board of Education, 1990).

The collection and analysis of the data pertaining to superintendents' and school board chairpersons' preferences concerning school-based management could be of value in designing and implementing school-based management models in Tennessee's school districts and in districts throughout the

nation. Also, the analysis of the obtained data could be of importance in assisting local school districts, state departments of education, colleges and universities, and state school board associations in designing development programs in school-based management for administrators and school board members.

Limitations

The following limitations were considered relevant to this study:

1. The study was limited to superintendents and school board chairpersons in Tennessee public schools,
2. The study was limited by a potential difference in the knowledge base of the individuals surveyed concerning school-based management, and
3. The study was limited to the returned responses of superintendents and school board chairpersons.

Assumptions

The following assumptions were considered relevant to the study:

1. The returned surveys were representative of the total population, and
2. The superintendents and school board chairpersons had a basic understanding of school-based management.

Definitions of Terms

Approaches to School-Based Management

Problem-Solving Approach should involve the district identifying deficit areas and the local school developing a school-based management plan to resolve the problem (J. Lewis, 1989).

Proposal Approach should involve the local school developing and submitting school-based management proposals for district funding and approval (J. Lewis, 1989).

Teaming Approach adopted by the district should involve creating teams in the local school with parents, teachers, and support personnel developing the total educational program for students assigned to a team (J. Lewis, 1989).

Visionary Approach adopted by the district should involve the school-based management council creating visions for the local school that focus on the present as well as the future (J. Lewis, 1989).

Multiple Approach is the combining of different attributes from other models of school-based management to formulate a model that is designed to meet the district's unique needs (J. Lewis, 1989).

Centralized Decision Making

Centralized decision making is "an administrative system in which authority for direction, control, and management is located at one point" (Good, 1973, p. 13).

Decentralized Decision Making

Decentralized administration is

any plan for the operation of schools according to which scope is provided for local initiatives in adapting programs to local educational needs: in a state, for example, this might imply initiative on the part of city or district systems, in a city, initiative on the part of persons, groups, or individual schools. (Good, 1973, p. 14)

District Steering Committee

The district steering committee is a "district-wide committee responsible for the overall operations of the school-based management programs" (J. Lewis, 1989, p. 9).

Empowerment

Empowerment is the shared responsibility of decision making. Empower is "to give power or authority to; authorize" (Webster, 1980, p. 459).

School-based Budgeting

School-based budgeting is a process whereby the district relinquishes control over the expenditure of funds and turns control of the budget over to the local school.

School-based Management

School-based management is a "decentralized form of organization in which decisions are made by those who know and care most about the quality of the education students receive--the principal, teachers, parents and citizens, and the students themselves" (Marburger, 1985, p. xi).

School-based Management Council

School-based management councils provide the means of implementing a representative model of decision making at the local school level. It is suggested that the composition of the school-based management council consist of the principal, teacher representatives, parent representatives, community members, student representatives and support staff representatives (Marburger, 1985).

Overview of the Study

The study was organized into five chapters. Chapter 1 contains the introduction, the statement of the problem, purpose of the study, subpurpose of the study, research questions and hypotheses, significance of the problem, limitations, assumptions, definitions, and overview of the study.

Chapter 2 contains a review of the literature related to the topic.

Chapter 3 contains the procedures used to conduct the study.

Chapter 4 presents an analysis of the data collected in the study.

Chapter 5 contains a summary of the study, findings, conclusions, and recommendations of the study.

Chapter 2

Review of Related Literature

Introduction

The most prevalent centralized organizational model in American school systems today is the bureaucratic model developed by Weber (Kimbrough & Nunnery, 1988). The development of the centralized organizational management model and its implementation as the dominant model in American industry during the 20th century influenced the development of a centralized model of decision making in the educational systems throughout America (Kast & Rosenzweig, 1970). Kast and Rosenzweig pointed out that the Weberian bureaucratic model has its limitations and suggested that this model is suitable for routine organizational activities where productivity is a major objective. However, this model is not appropriate for flexible organizations that require creativity and innovation as a means of achieving its objectives.

Kimbrough and Nunnery (1988) stated that some educators favor some form of a collegial organizational management system. They defined collegial organization as a system in which provisions for academic freedom and teacher control over academic matters are provided.

The school-based management movement is one facet of an attempt to restructure the public schools in America. The

effective school studies and the national reports have been the impetus for this reform movement (Bailey, 1991).

While states and school districts throughout the country are moving to adopt some form of decentralized management, there is not a clear cut definition of school-based management. The concept that local school control of the decision-making process will improve and facilitate the learning process for students is the underlying premise of school-based management. Marburger (1985) defined school-based management as "a decentralized form of organization, in which decisions are made by those who know and care most about the quality of the education students receive; the principal, teachers, parents and citizens, and the students themselves (p. xi)." This includes the autonomy to develop and implement staffing, budgeting, and curriculum decisions at the local school level.

School-based Management: Historical Development

The organization of the educational systems in America was originally designed to keep the decision-making process close to the people whom the schools served (Pierce, 1980). The local school was the hub of the educational delivery system for the individuals of the community. The local schools were responsible for all facets of the educational program that were available to its constituents. A school board was established to determine the policies that would

govern the local school. Decisions concerning construction of buildings, maintenance, personnel, curriculum, textbook selections, and budget were all functions that occurred at the local school level. With the urbanization of America, school districts were created and district boards of education were created (Marburger, 1985).

During the early 1900s, the management of school systems became more and more centralized with districts employing professional educators to manage all facets of the educational program. The result was the establishment of the "top down" decision-making structure as opposed to the "bottom up" model that had existed at the local school. The purpose of this change was to increase the efficiency of the system and ensure a degree of quality control for the educational process (Marburger, 1985). As the professional educators established additional managers to help administer the school system, principals, teachers, and parents lost discretion over the decisions that affected the instructional programs at the local school level (Pierce, 1980).

School-based Management: Rationale

During the last 25 years, there have been three reform movements in education that depict a system in need of restructuring. During the late 1960s and early 1970s, innovation was viewed as the key to improving education. New teaching techniques, nongraded curriculum, team

teaching, modern math, modular scheduling, and individualized instruction were infused into the educational systems throughout America with financial support coming from the federal government (Bailey, 1991).

Bailey (1991) stated that an assessment of the results of these changes indicated the following:

1. There should be an identification of the need for change for change to be successfully implemented,
2. District level staff should support change at the local school level based on a philosophy of decentralization of the decision-making process,
3. There should be ongoing commitment and support of new and innovative ideas at the local school level,
4. There should be a participatory system of decision making to reach group consensus,
5. Change based on data generated at the local school level has a greater chance of being successful than change initiated by the district, state, or national directives, and
6. Conflict properly managed can have a positive influence on schools. It is a source of energy that can be effectively channeled to broaden values and frames of reference.

During the 1960s and 1970s, different forms of decentralized school management emerged. These forms of school-based management were implemented to grant a greater

degree of political power to the local community and usually were called decentralized or school-site budgeting (White, 1989). The impetus for some of these early forms of school-based management often came from state mandates. In 1971, Governor Ruben Askew of Florida named a citizens committee to evaluate the state's educational funding program. The committee's recommendations resulted in the Florida legislature passing the Florida Education and Finance Program. The funding approach adopted in Florida had three objectives: (a) to provide equal educational funding to school districts in Florida, (b) to advocate the decentralization of educational decisions to local schools, and (c) to provide an avenue for community input into the educational decisions at the district and local school level.

Each Florida school district was required to create a citizens advisory committee whose function was to develop an annual report of school progress for the school district. However, each district developed and implemented its own form of school-based management. The degree of implementation of school-based management in Florida school districts depended on the leadership of the superintendent. Two superintendents, James Longstreth of Alachua County and A. J. Henriquez of Monroe County, are examples of superintendents who instituted school-based management in their districts (Marburger, 1985).

Marburger (1985) also noted that California and South Carolina began a form of school-based management through state legislation during the 1970s. State legislation in the California School Improvement Program, provided financial assistance to districts for forming a local school council with decision-making power and outlined the roles and functions of these school-based councils. South Carolina passed state legislation, Defined Minimum Program, to provide financial reform and accountability in 1977. This legislation mandated the creation of a school advisory council as part of the accountability portion of the legislation.

The interpretations of school-based management are varied and are rooted in a fundamental misunderstanding of the critical issue of school improvement. School-based management has connotations that imply all the decisions are made at the local school. The real issue should be to focus on the school as a center for renewal and decision making (Sirotnik & Clark, 1988). Sirotnik and Clark noted that schools are objects of change as opposed to centers of change. Schools are often viewed as institutions in need of repair and not as an evolving entity that is in a continual state of growth and change. It is this perception that has led to the practice of the expert being pitted against the practitioner with the school as the target of change. They suggested that there must be an acceptance of the personal

nature of knowledge and the change must come from the local school center if it is to be effective.

In order to facilitate effective school change, the individuals at the local school level need to be empowered to make decisions about what occurs at the school level.

The following principles should be adhered to:

1. Recognize schools as the key organization unit in the educational system,
2. Set broad educational standards and goals but not specific procedures, curriculum, or timelines,
3. Foster differences between schools, but maintain accountability for established standards,
4. Select quality principals and remove ineffective principals,
5. Empower the principals to make personnel decisions that impact their schools,
6. Recognize and use the diverse talents of teachers at the local school level,
7. Provide school-site budgeting,
8. Avoid stifling initiatives at the local school level with federal, state, or district mandates, and
9. Understand that school improvement takes place over a long period of time (Finn, 1984).

David (1989) noted in her research on school-based management that the growing call for educational reform from all segments of society has pushed school-based management

to the forefront as a means of restructuring the educational system. Teacher unions, business leaders, community leaders, and legislative leaders are calling for a greater degree of local school autonomy. Many districts are implementing school-based management to facilitate change by empowering schools to create an atmosphere that fosters professional growth, innovation, and improvement. The current centralized management style hinders the creativity and desire of teachers at the local school and their efforts to make effective improvements.

School-based management rests on two established principles: (a) local schools should be the primary decision-making unit, and (b) ownership is an essential part of effective change, and this is only possible if individuals at the local schools play a significant role in the decision-making process. The concept of local school autonomy is essential if shared decision making is to have any meaning. The following three areas are critical in creating local school autonomy:

1. Budget: the local school should receive either a lump-sum allocation or some portion of the budget without restrictions on how these monies should be allocated by the local school,

2. Personnel: it is essential that the local school has the discretion to fill vacancies, and

3. Curriculum: local school personnel are encouraged to develop and implement innovative curriculum changes that could not occur under a highly centralized decision-making model.

There are four important elements that must be considered when the shift of authority is from the district to the local school. First, local school personnel must have access to new knowledge and skills. Second, the superintendent must convey the importance of school-based management to the principals through the selection and evaluation of principals. Third, the local school staff should be provided the time needed to acquire the necessary knowledge and skills needed to successfully implement the desired changes. Finally, personnel should be financially compensated for their new role and the responsibilities attached to that role (David, 1989).

White (1989) noted in her review of the research pertaining to school-based management that the desire to move to school-based management could come from school boards, superintendents, or local school personnel. She pointed out that both the National Education Association and the American Federation of Teachers have requested increased involvement of teachers in the decision-making process at the local school level. Increased involvement in the decision-making process at the local school level by teachers, parents, students, and community members promotes

ownership. The concept of collective ownership in decisions reached at the local level will promote an atmosphere that will better meet the educational needs of the students being served.

The areas of budget, staffing, and curriculum are often associated with school-based management. However, another primary objective of school-based management is community participation in the decision-making process at the local school level. The creation of school-based management councils composed of the principal, teachers, parents, students, and community members at large promotes a shared ownership in the decision-making process at the local school level (White, 1989).

A. Lewis, in her review (1989) of the studies conducted by Clune and White, School-Based Management: Institutional Variation, Implementation, and Issues for Further Research (1988), emphasized that the local school takes center stage in the current educational reform movement in America. She noted that the philosophical base for school-based management remained fairly consistent in more than 30 districts studied by Clune and White. However, she noted that the organization of the school-based management programs varied from district to district and ran the entire gamut as to what area(s) and the degree of empowerment that were granted to the local schools. For example, some districts granted total empowerment to the local schools in

the areas of budget, staffing, and curriculum, while others only granted a facet of one or a combination of the three areas.

A. Lewis (1989) drew the following conclusions from the study by Clune and White:

1. The principal is the central person in school-based programs.

2. There is improved communication using school-based management with parents and students through the school-based management council.

3. There is a blend of autonomy and accountability represented in the school-based management model. There is an increased accountability between the principal and superintendent, and between the school and the community. The school board needs to understand how school-based management operates and needs to support its implementation. The school board must be willing to relinquish a greater degree of decision-making power to the schools and not overturn school-based management decisions originating at the district or the local school level.

English (1989) noted that the historic shift of resources--first to centralized management and then back to the field--has created an "either-or situation." School-based management is not an issue of centralization versus decentralization, but rather which decisions are best made in schools and which ones centrally. English cited

five areas where centralization is the best strategy for school systems: (a) collective bargaining, (b) desegregation, (c) state testing mandates, (d) purchasing technology, and (e) taxation.

School-based management can only occur under the auspices of principals for they are the only ones who see the whole school as it functions on a day-to-day basis. The principal is viewed as the prime mover and the key person who can spell success or failure. English cited nine areas that are within the sphere of school-based management: (a) scheduling, (b) instructional delivery, (c) instructional support, (d) curricular alternatives, (e) student wellness, (f) school climate, (g) parent/community involvement, (h) facility cleanliness, and (i) financial priorities.

School-based Management: Concepts and Approaches

Concepts

The basic premise of school-based management is that those closest to the students should be empowered to make decisions that will affect students. There are four fundamental concepts that form the basic beliefs for school-based management (Mojkowski & Fleming, 1988).

First, the local school should be the focus of change or improvement. Each school is unique and may require different approaches to budgeting, staffing, and curriculum in order to maximize the learning opportunities for

students. This is not to say that there are not functions that the district or state should not maintain central control over the decisions-making process. The decisions concerning collective bargaining and state testing mandates are examples of functions that should remain centralized at the district level.

Second, decisions that impact students in a local school should be made by those closest to students. School improvement requires that the local school should make decisions concerning curriculum, instruction, staffing, and expenditure of resources. It is the impacted stakeholders or school team that should be empowered to make the decisions that will facilitate the educational process for students in a particular school.

Third, teachers should have greater control over decisions at the local school level. They are professionally trained and should be capable of making decisions concerning curriculum and how resources are expended to support the teaching and learning process.

Fourth, school-based management facilitates the implementation of instructional techniques and conditions that permit students to learn at their potential. School-based management provides a better avenue for improving the learning conditions for students in a particular school than can be provided by a centralized form of decision making at the district level.

Mojkowski and Fleming (1988) cited four process components of school-based management:

1. Involvement is increased in quantity and quality under school-based management. Numerous stakeholders participate in the decision-making process at the local school level. The decision-making process involves the community, parents, and students as well as the school's staff.

2. Empowerment provides increased authority and autonomy to the local school and decreases the reliance on an exemplary school leader. However, it should be noted that a dynamic school leader fosters an effective local school team.

3. Restructuring of how school districts have conducted business will be required to implement school-based management. The restructuring may entail changing or granting waivers to district and state procedures to enhance the success of school-based management.

4. Accountability involves reporting annual progress or lack of progress based on specific performance objectives to all stakeholders and formulating objectives for the next year.

Approaches

J. Lewis identified five approaches to school-based management but noted "that there is no pure approach to

school-based management" (J. Lewis, 1989, p. 2). J. Lewis outlined five approaches that are paraphrased below:

1. Problem-solving approach involves conducting a formal needs assessment by the district to determine deficit areas in the educational program that need to be addressed. The deficit areas are presented to each school council and the local school develops a plan based on the uniqueness of its school to resolve the problem. The problem-solving model of school-based management consists of the following characteristics:

- A. The focus is on the mission or values.
- B. The principal has veto power over the school council.
- C. The local school establishes goals.
- D. The school plan is usually required by and approved at the district level.
- E. The school council membership is either elected or selected.
- F. The school council is composed of a cross section of school and community individuals.
- G. The school council is advisory.
- H. Traditional means are used to evaluate the program development plan.
- I. Numerous components are used to facilitate the effectiveness of school-based management.

J. The decision making is based on consensus or near consensus.

K. The school development plan is related to effective school research.

L. The problem-solving model may or may not be associated with school-based budgeting.

M. A district steering committee may or may not exist.

N. Staff development is related to problem-solving.

O. Performance is focused on resolving the problem.

Monroe County, Florida, East Baton Rouge Parish, Louisiana, and Rochester, New York, are examples of three school systems that use the problem-solving model of school-based management.

2. Proposal approach involves local schools developing and submitting proposals for funding to the district. The district develops the format and criteria to which each proposal must adhere. The proposals are reviewed at the district level by a committee and evaluated based on the developed criteria. The proposals receiving the highest scores are funded by the district. The proposal model of school-based management has the following characteristics:

A. The focus is on the mission or values.

B. The local schools compete for funding for their proposal.

C. The funds are awarded based on criteria established by the district.

D. The goals of the local school are related to the proposal.

E. The teachers must vote to participate in the program.

F. The evaluation of the program is based on the stated goals and other traditional methods.

G. The parents of the local school may or may not be involved in an advisory capacity.

H. The concept of school-based budgeting may or may not be associated with this model.

I. Staff development is designed to achieve the goals of the proposal.

J. Performance is geared to resolving the problem or implementing the project.

K. Strategic planning by the local school may or may not be associated with the proposal model.

3. Teaming approach to school-based management involves a process whereby the population of a school is divided into teams of equal numbers of students. Teachers and support personnel are assigned to each team. With parent involvement, this team is responsible for developing the educational program and providing for the personal

welfare of the students assigned to that team. The teaming model of school-based management has the following characteristics:

- A. The focus is on the mission.
- B. The principal has total authority.
- C. Goals are unique to individual teams.
- D. The team leaders, students, and parents make up the school's governing body.
- E. The students in the local school are assigned to a team.
- F. The team is responsible for the education and welfare of the students on that team.
- G. Each team is responsible for its discipline and routine administrative tasks.
- H. Parents are actively involved and serve on each team.
- I. The students remain on the same team 3 or more years.
- J. The success of the teams is determined by student achievement.
- K. Staff development is related to team-building, academic subjects, and techniques for resolving problems.
- L. The evaluation of the model is based on traditional means.

M. The concept of school-based budgeting may or may not be associated with the teaming model.

J. Lewis (1989) noted that the team model is the most difficult approach to school-based management and may not be as popular as other models. Toledo, Ohio, San Francisco, California, and Los Angeles, California, are examples of districts considering the teaming model.

4. Visionary approach to school-based management involves the school council creating visions as one facet of school-based management. This model not only deals with current issues but focuses on the future as well. Certain council members are responsible for communicating and realizing the vision. The visionary model of school-based management has the following characteristics:

A. The focus is on the vision, mission, and established values.

B. The principal is not the ultimate authority but tends to have one vote on the governing body.

C. The governing body serves as the decision makers.

D. Emphasis is placed on solving current problems and maintaining the vision or mission of the school.

E. Informal needs assessments are conducted by the school's governing body.

F. Numerous components are created to facilitate and enhance the effectiveness of the visionary model.

G. Staff development is designed to improve problem solving and interpersonal skills.

H. Evaluation is based on traditional and non-traditional means.

I. The principal is viewed as an expert or consultant.

J. The membership on the governing body is elected or selected.

K. Strategic planning by the local school is associated with the visionary model.

L. The concept of school-based budgeting may or may not be associated with the visionary model.

M. Sometimes a district level steering committee is created to direct the school-based management programs.

Hammond, Indiana, Northglenn, Colorado, and Bellevue, Washington, are examples of districts using the visionary model of school-based management.

5. Multiple approach to school-based management is the combining of different attributes from the other models of school-based management to formulate a model that is designed to meet that district's unique needs. There are general characteristics associated with the five models of school-based management:

A. A pilot study is generally used to introduce the model.

B. The decision-making model tends to rely on consensus or near consensus.

C. Means are in place to provide waivers to policies, regulations, or laws that are hampering student achievement.

D. Individuals are empowered at the local school level to some extent.

E. Waivers, if necessary, are in place to adjust the collective bargaining agreement to facilitate school-based management.

F. Certain discretionary items are identified by the district and schools for school-based management.

G. School-based management facilitators are usually trained to enhance the implementation of the process, and often a director of school-based management is employed by the district.

H. Often a mission statement is developed.

School-based Management:
Planning, Implementing, and Staff Development

Fleming (1989) pointed out that the school board and superintendent must support school-based management through careful planning that will allow time for awareness, in-depth training, assessment, priorities, action plans, and adjustment. Fleming described the school board, central office, teachers, and community members as "stakeholders," and noted that the two underlying factors for school-based

management's success are levels of trust and openness of communication. Defining the limits of decision making, assessing building needs, and establishing priorities are critical areas that must be addressed before drafting plans for action. Timelines and budgets are the standard tools of school-based decision makers and must be given serious consideration. Fleming pointed out that increased involvement and better decision making do not, by themselves, guarantee success. Flexibility and adjustment are key concepts in the continued success of school-based management.

Once the actual responsibilities and expectations of a school-based management team have been communicated to members of the team, an orientation or training is necessary because not all team members have necessary backgrounds, personality, skills, communication styles, or an understanding of team processes. An orientation process should include the following (Fleming, 1989):

1. A general understanding of each member's role,
2. Development of trust and support,
3. A general understanding of team purpose,
4. Decision-making process, and
5. Dynamics of effective teams.

All team members must be given information and support materials. These should include background readings, case

materials, guidelines, sample forms, worksheets, and other available sources of help.

Marburger (1985) noted that training in how groups function and understanding group dynamics is paramount to facilitating the success of school-based management. "We strongly recommend such training and do not introduce school-based management to a school district without training the council members" (p. 55).

School-based Management Councils

The school-based management council serves as the vehicle for implementing a school governing body. "The key concerns in forming SBM councils are the membership and size of the council, the selection process, and the SBM council's relationship with the school board and superintendent" (Marburger, 1985, p. 35).

Neal (1990) noted that the purpose of the school advisory council is twofold: to promote ownership and provide an avenue for input from the stakeholders. He stated that the council membership should consist of the principal, teacher representatives, parent representatives, student representatives, support personnel representatives, and community representatives. Marburger (1985) stated that the principal, teacher representatives, and parent representatives are necessary if it is called a school-based management council.

J. Lewis (1989) noted that there is no set size for the school-based council but he suggested the size should range from 7 to 15. Marburger (1985) suggested the size should range from 9 to 23. He stated that some states, such as California, have mandated the size of the school-based management council. The size of the councils should accommodate the needs of the individual school and yet be manageable in order to reach consensus or near consensus.

The selection process for members of the school-based management council varies from district to district where school-based management has been implemented. Teachers should be self-selected or elected by other teachers. Parents should be elected by parents or parent groups, or election by a majority of parents with a percentage appointed by those selected, or by some other vehicle (Marburger, 1985).

Teachers should be elected by the teachers and selected by the principal. Students should be selected by the principal and/or teachers, and elected by the students. Parents should be selected by the principal and/or teachers and elected by parents. (J. Lewis, 1989, p. 1)

Kentucky's Education Reform Act of 1990 mandated that school-based management be implemented in all school systems throughout the state (except one district) starting July 1, 1991. The Kentucky model explicitly addressed the size, selection process, and role of the school council. The mandated legislation stated that each participating school's council shall be composed of two parents, three teachers,

and the principal or administrator. The membership on the council may only be increased proportionately. The teacher representatives are elected for one year by a majority of the teachers in the school. The parent representatives are selected by parent members of the parent teacher organization of the school, or if parent teacher organizations do not exist, the largest parent organization formed for this purpose (Kentucky Education Association, 1990).

The authority and role of the school-based management council may vary from system to system (except where mandated by state law) where school-based management has been implemented. Marburger (1985) suggested that the school board and superintendent write clear statements pertaining to the role of the school-based management councils that establish parameters within which the council must operate. These parameters should be general in nature and provide flexibility to the council without infringing on the role of the school board. Councils must abide by school board policy and established laws.

School-based Management: Implementation Problems

Marburger (1985) described potential problems that could occur by where the problem originates. First, problems that could originate at the district level are: (a) lack of understanding of the roles and responsibilities of the board, superintendent, principal, and school

councils, (b) inadequate training for school councils, (c) change in the school board membership or superintendency, (d) not responding to the needs of the school councils, and (e) moving the principal while school-based management is in the developmental stage. Second, problems that could originate because of the principal are: (a) inadequate support for school-based management from the school staff, (b) determining the school council's agenda, and (c) the issue of veto power. Third, problems that could originate from the council are: (a) allowing the council to be dominated by certain individuals, (b) failure to establish operating procedures for the council, (c) relinquishing the decision-making power, (d) failure to solicit input from other stakeholders, and (e) tackling a problem or issue that is too difficult while the council is in the developing stage.

Cheshier (1990) noted that school-based decision making offers many positive opportunities, but that many pitfalls are inherent in the process. The most obvious is that the process of school-based decision making is going to take a long time as faculties learn to adjust and immerse themselves in new roles. This time factor will present several problems as the public begins to assess school-based decision making's success: (a) many of the desired results of the education process cannot be measured for years after its completion, (b) most all of today's student body are too

far into the educational program to benefit from this theory, and (c) irrespective of resources and support, teachers and the educational system cannot overcome obstacles of sickness, poverty, broken homes, inadequate diet, child abuse, etc. School-based decision making will fail if school personnel are not given enough time to make it work or if they are held responsible for things they cannot control.

Dunklee (1990) was concerned that school-based decision making could result in increased exposure to liability for the school district. He noted that personnel in individual schools have minimal knowledge of risk management. Most principals have had only one graduate course in school law, and teachers generally have no exposure to school law in their training. Dunklee (1990) stated that "directions from the district level have guided individual schools away from risk and liability" (p. 24).

Summary

The review of the literature suggests that many of the positive characteristics noted in the effective school research have commonality with the concepts and components of school-based management. The effective school research indicates that the local school should be at the center of the educational reform movement. There is variation in the implementation of school-based management, and the

literature suggests no one best model exists. Most of the reviewed literature focused on the implementation process.

Chapter 3

Methods and Procedures

Introduction

Chapter 3 presents an overview of the population, type of research design, instrument development, pilot study, administration of questionnaire, follow-up procedures, and data analysis.

Population

The participants in this study were from two population groups: (a) Tennessee's 139 public school superintendents and (b) Tennessee's 139 public school board chairpersons. A current listing of all Tennessee public school superintendents and school board chairpersons was obtained from the Tennessee School Board Association in Nashville, Tennessee, and served as the population frame.

Research Design

A descriptive research design was used to describe variables as they exist naturally. The following descriptive research design assumptions were evident in the study of Tennessee's public school superintendents' and school board chairpersons' preferences regarding school-based management:

1. There was no evidence found in the review of the literature on preferences of superintendents or school board

chairpersons regarding approach(es); autonomy delegated to the local school in the administrative areas of: budget decisions, personnel decisions, and curriculum decisions; function(s) of the local school-based management council; and district level planning prior to implementing school-based management. Therefore, a list of items was developed that would depict these domains.

2. The variables could not be manipulated.
3. The variables could be measured using a numerical scale.
4. The variables existed in the population.
5. There is a shortage of theory to predict or support relationships among the variables.

The descriptive research design used included the following:

1. A survey of the entire population (all superintendents and school board chairpersons in Tennessee's public schools were surveyed).
2. Descriptive research questions were stated regarding the preferences of Tennessee's public school superintendents and school board chairpersons.
3. Pertinent data were collected on each variable from those individuals responding to the survey.
4. The quantitative data were measured using a computer statistical package.

5. Using a statistical package, the ordinal data were analyzed using the Mann-Whitney U test and Kolomogorov-Smirnov Two Sample Test to determine the difference between the preferences of superintendents and school board chairpersons.

Instrumentation

The instrument designed for this study was a two-part questionnaire. The first section was designed to measure the preferences of Tennessee's public school superintendents and school board chairpersons regarding school-based management. The second part of the questionnaire consisted of demographic variables. The demographic variables were used to measure the preferences of superintendents and school board chairpersons based on the following:

1. Number of students enrolled in the school district,
 2. Gender of the superintendents and school board chairpersons,
 3. Educational attainment of the superintendents and school board chairpersons,
 4. Number of years of administrative experience (superintendents) and number of years as school board member (board chairpersons),
 5. Age of the superintendents and school board chairpersons,
 6. Representative of city or county school district,
- and

7. Elected or appointed (superintendents).

Items were formulated for each domain to be measured by the instrument. The items were generated by a comprehensive review of the literature, interviews with experts in the area of school-based management, and interviews with members of the target population to explore the concepts. There was a deliberate attempt to create redundant items. "By using multiple and seemingly redundant items, the content that is common to the items will summate across items while their irrelevant idiosyncracies will cancel out" (DeVellis, 1991, p. 56). After the item pool was generated, a summative scale was developed that offered a group of items and required a response to each item. A Likert-type scale was developed using five categories of response stated as (a) strongly agree (SA), (b) agree (A), (c) uncertain (U), (d) disagree (D), and (e) strongly disagree (SD).

Pilot Study

A pilot study was conducted to field test the survey instrument and determine the reasonableness of the assumptions. The instrument was administered to 15 assistant superintendents or individuals in comparable positions and 15 school board members in the Upper East Tennessee Educational Cooperative. The results of the pilot study were used to test the data collection and analysis plan and to identify any problems in the research design. There were 66 items in Part I (School Board Chairpersons'

and Superintendents' Preferences Pertaining to School-Based Management) and it was suggested by respondents that Part I was too long and should be shortened. Part II was designed to ascertain demographic information and was not changed.

After the pilot test, the internal consistency of Part I of the instrument was measured using Cronbach's coefficient alpha to ascertain reliability. The alpha of all items in Part I of the questionnaire designed to ascertain superintendents' and school board chairpersons' preferences regarding school-based management was .9725. Items which lowered the alpha were eliminated from each domain of the instrument and this reduced the total items in Part I of the instrument to 50 items. The individual alpha of each domain in Part I of the instrument is listed below:

1. The alpha of items pertaining to approach(es) was .8831. Five items were retained in this domain.

2. The alpha of items in the domain that pertained to budget autonomy delegated to the individual schools was .8405. Eight items were retained in this domain.

3. The alpha of items regarding personnel decision autonomy delegated to individual schools was .7828. Five items were retained in this domain.

4. The alpha of items in the domain relating to autonomy delegated to the individual schools pertaining to curriculum decisions was .8522. Five items were retained in this domain.

5. The alpha of items pertaining to the function(s) of the school-based council was .7565. Eight items were retained in this domain.

6. The alpha of items pertaining to district-level planning prior to implementing school-based management was .9272. Sixteen items were retained in this domain.

Administration of the Questionnaire

All public school superintendents and school board chairpersons were surveyed which provided a total of 278 possible respondents. By surveying the entire population of superintendents and school board chairpersons, the external validity of the study was maximized. A cover letter (see Appendix A) and self-addressed stamped envelope for each questionnaire (see Appendix B) was mailed to the potential 278 respondents.

Follow-up Procedures

Since superintendents and school board chairpersons were assured that their responses would remain anonymous, it was necessary to develop follow-up procedures. The assurance to participants that their responses would remain anonymous and no attempt would be made to identify individual respondents precluded any coding system designed to identify superintendents and school board chairpersons not responding to the first mailing.

A second questionnaire and self-addressed stamped envelope was mailed to all superintendents and school board chairpersons with a request (see Appendix C) to complete and return the second copy of the questionnaire if they had lost or failed to return the first copy. The second mailing occurred 2 weeks after the first mailing. One week after the second mailing a letter (see Appendix D) was mailed to all superintendents and school board chairpersons thanking them for participating in the survey and requesting the return of their questionnaire if they had not yet returned the survey.

Chapter 4

Analysis of Data

Introduction

The purpose of this study was to determine the preferences of Tennessee public school superintendents and school board chairpersons regarding specific facets of school-based management and to determine if there was a significant difference between the two groups in the selected areas. The ordinal and demographic data were analyzed using the Statistical Package for the Social Sciences (SPSS).

Of the 139 superintendents and 139 school board chairpersons surveyed, 98 responses were received from superintendents (71%) and 87 responses were received from school board chairpersons (63%). A total of 185 responses were received from a population of 278 potential respondents (67%). An additional six surveys were received from school board chairpersons and two additional surveys were received from superintendents after the data analysis had been completed.

Numerical values of 5 (strongly agree), 4 (agree), 3 (uncertain), 2 (disagree), and 1 (strongly disagree) were assigned to each of the response categories on the Likert scale for analysis purposes. A 5 on the scale indicated strong agreement with the principles associated with

school-based management. Item 38 was reverse scored to conform with the scoring pattern of the remaining items on the survey. Inferential statistics were used to test the hypotheses and descriptive statistics were used to classify and summarize the data for the research questions.

Analysis of Data

Two nonparametric statistical tests were used to analyze the differences between superintendents' and school board chairpersons' preferences regarding individual and grouped items on the survey instrument. "Nonparametric tests can be used when the parametric assumptions of normality and homogeneity of variance are not met" (Hinkle, Wiersma, & Jurs, 1988, p. 550).

The Kolomogorov-Smirnov Two Sample Test was used to determine if there was a significant difference at the .05 level of significance for hypotheses 1 through 7. The Kolomogorov-Smirnov Two Sample Test "is sensitive to any kind of difference in the distributions from which the two samples were drawn--differences in location (central tendency), in dispersion, in skewness, etc." (Siegel, 1956, p. 127).

The Mann-Whitney U Test was used to determine if there was a significant difference at the .05 level of significance for hypotheses 8 through 12. Since the responses from each group surveyed were greater than 20, the U value was converted to a z value.

Research questions 1 through 5 were interpreted using descriptive statistics to classify and summarize the numerical data in narrative and table form.

Hypothesis 1

There will be no significant difference between the preferences of superintendents and school board chairpersons regarding the problem-solving approach to school-based management.

A total of 184 responses was analyzed to determine if there was a significant difference at the .05 level. Responses to questionnaire item 46 (The school-based management approach adopted by the district should involve the district identifying deficit areas and the local school developing a school-based management plan to resolve the problem) were received from 98 superintendents and 86 school board chairpersons. The results of the analysis are listed in Table 1. The null hypothesis was retained. The most frequent responses from superintendents and school board chairpersons were in the A (agree) category, 57 (58.2%) and 53 (61.6%) respectively.

Table 1

Comparison Between Preferences of Superintendents and School Board Chairpersons Regarding the Problem-Solving Approach to School-Based Management

<u>Kolmogorov-Smirnov Two Sample Test</u>					
absolute d	K-S Z	2-tailed p		significant	
.12553	.850	.466		no	
Responses to Item 46 (Problem-Solving Approach to School-Based Management)					
Item 46	SD	D	U	A	SA
Superintendents	3 (3.1%)	15 (15.3%)	15 (15.3%)	57 (58.2%)	8 (8.2%)
School Board Chairpersons	3 (0%)	5 (20.0%)	21 (24.4%)	53 (61.6%)	7 (8.1%)

Hypothesis 2

There will be no significant difference between the preferences of superintendents and school board chairpersons regarding the proposal approach to school-based management.

A total of 184 responses was analyzed to determine if there was a significant difference at the .05 level. Responses to questionnaire item 45 (The school-based management approach adopted by the district should involve the local school developing and submitting school-based management proposals for district funding and approval) were received from 98 superintendents and 86 school board

chairpersons. The results of the analysis are listed in Table 2. The null hypothesis was retained. The most frequent responses from superintendents and school board chairpersons were in the A (agree) category, 61 (62.2%) and 60 (69.8%) respectively.

Table 2

Comparison Between Preferences of Superintendents and School Board Chairpersons Regarding the Proposal Approach to School-Based Management

<u>Kolmogorov-Smirnov Two Sample Test</u>			
absolute d	K-S Z	2-tailed p	significant
.07309	.495	.967	no

Responses to Item 45 (Proposal Approach to School-Based Management)

Item 45	SD	D	U	A	SA
Superintendents	3 (3.1%)	6 (6.1%)	14 (14.3%)	61 (62.2%)	14 (14.3%)
School Board Chairpersons	1 (1.2%)	1 (1.2%)	18 (20.9%)	60 (69.8%)	6 (7.0%)

Hypothesis 3

There will be no significant difference between the preferences of superintendents and school board chairpersons regarding the teaming approach to school-based management.

A total of 185 responses was analyzed to determine if there was a significant difference at the .05 level. Responses to questionnaire item 44 (The school-based management approach adopted by the district should involve creating teams in the local school with parents, teachers, and support personnel developing the total educational program for students assigned to a team) were received from 98 superintendents and 87 school board chairpersons. The results of the analysis are listed in Table 3. The null hypothesis was retained. The most frequent responses from superintendents and school board chairpersons were in the A (agree) category, 50 (51%) and 50 (57.5%) respectively.

Hypothesis 4

There will be no significant difference between the preferences of superintendents and school board chairpersons regarding the visionary approach to school-based management.

A total of 184 responses was analyzed to determine if there was a significant difference at the .05 level. Responses to questionnaire item 43 (The school-based management approach adopted by the district should involve the school-based management council creating visions for the local school that focus on the present as well as the future) were received from 97 superintendents and 87 school board chairpersons. The results of the analysis are listed in Table 4. The null hypothesis was retained. The most frequent responses from superintendents and school board

Table 3

Comparison Between Preferences of Superintendents and School Board Chairpersons Regarding the Teaming Approach to School-Based Management

<u>Kolmogorov-Smirnov Two Sample Test</u>			
absolute d	K-S Z	2-tailed p	significant
.06240	.424	.994	no

Responses to Item 44 (Teaming Approach to School-Based Management)

Item 44	SD	D	U	A	SA
Superintendents	5 (5.1%)	12 (12.2%)	17 (17.3%)	50 (51.0%)	14 (14.3%)
School Board Chairpersons	2 (2.3%)	10 (11.5%)	18 (20.7%)	50 (57.5%)	7 (8.0%)

chairpersons were in the A (agree) category, 60 (61.9%) and 63 (72.4%) respectively.

Hypothesis 5

There will be no significant difference between the preferences of superintendents and school board chairpersons regarding the multiple approach to school-based management.

A total of 184 responses was analyzed to determine if there was a significant difference at the .05 level. Responses to questionnaire item 47 (The school-based management approach adopted by the district should combine

Table 4

Comparison Between Preferences of Superintendents and School Board Chairpersons Regarding the Visionary Approach to School-Based Management

<u>Kolmogorov-Smirnov Two Sample Test</u>			
absolute d	K-S Z	2-tailed p	significant
.06944	.470	.980	no

Responses to Item 43 (Visionary Approach to School-Based Management)

Item 43	SD	D	U	A	SA
Superintendents	2 (2.1%)	5 (5.2%)	11 (11.3%)	60 (61.9%)	19 (19.6%)
School Board Chairpersons	2 (2.3%)	2 (2.3%)	9 (10.3%)	63 (72.4%)	11 (12.6%)

attributes from other school-based management approaches to formulate a school-based management approach designed to meet the district's unique needs) were received from 87 superintendents and 86 school board chairpersons. The results of the analysis are listed in Table 5. The null hypothesis was retained. The most frequent responses from superintendents and school board chairpersons were in the A (agree) category, 64 (65.3%) and 58 (67.4%) respectively.

Table 5

Comparison Between Preferences of Superintendents and School Board Chairpersons Regarding the Multiple Approach to School-Based Management

<u>Kolomogorov-Smirnov Two Sample Test</u>			
<u>absolute d</u>	<u>K-S Z</u>	<u>2-tailed p</u>	<u>significant</u>
.03654	.247	1.000	no

Responses to Item 47 (Multiple Approach to School-Based Management)

<u>Item 47</u>	<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>SA</u>
Superintendents	4 (4.1%)	3 (3.1%)	14 (14.3%)	64 (65.3%)	13 (13.3%)
School Board Chairpersons	1 (1.2%)	2 (2.3%)	15 (17.4%)	58 (67.4%)	10 (11.6%)

Hypothesis 6

There will be no significant difference between the preferences of superintendents and school board chairpersons regarding school-based management being mandated by the State.

A total of 184 responses was analyzed to determine if there was a significant difference at the .05 level. Responses to questionnaire item 49 (School-based management should be mandated by the state) were received from 98 superintendents and 86 school board chairpersons. The

results of the analysis are listed in Table 6. The null hypothesis was retained. The most frequent responses from superintendents and school board chairpersons were in the SD (strongly disagree) category, 46 (46.9%) and 31 (36.0%) respectively.

Table 6

Comparison Between Preferences of Superintendents and School Board Chairpersons Regarding School-Based Management Being Mandated by the State

<u>Kolmogorov-Smirnov Two Sample Test</u>			
<u>absolute d</u>	<u>K-S Z</u>	<u>2-tailed p</u>	<u>significant</u>
.10892	.737	.649	no

Responses to Item 49 (State Mandated School-Based Management)

<u>Item 49</u>	<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>SA</u>
Superintendents	46 (46.9%)	29 (29.6%)	17 (17.3%)	4 (4.1%)	2 (2.0%)
School Board Chairpersons	31 (36.0%)	30 (34.9%)	19 (22.1%)	4 (4.7%)	2 (2.3%)

Hypothesis 7

There will be no significant difference between the preferences of superintendents and school board chairpersons regarding the need for a State model for school-based management.

A total of 184 responses was analyzed to determine if there was a significant difference at the .05 level. Responses to questionnaire item 50 (A State model for school-based management should be developed) were received from 98 superintendents and 86 school board chairpersons. The results of the analysis are listed in Table 7. The null hypothesis was retained. The most frequent responses from superintendents and school board chairpersons were in the A (agree) category, 45 (45.9%) and 33 (38.4%) respectively.

Table 7

Comparison Between Preferences of Superintendents and School Board Chairpersons Regarding a State Model of School-Based Management

<u>Kolmogorov-Smirnov Two Sample Test</u>					
absolute d	K-S Z	2-tailed p	significant		
.15306	1.036	.233	no		
<u>Responses to Item 50 (State Model for School-Based Management)</u>					
Item 50	SD	D	U	A	SA
Superintendents	1 (12.2%)	8 (8.2%)	14 (14.3%)	45 (45.9%)	19 (19.4%)
School Board Chairpersons	7 (8.1%)	13 (15.1%)	23 (26.7%)	33 (38.4%)	10 (11.6%)

Hypothesis 8

There will be no significant difference between the preferences of superintendents and school board chairpersons pertaining to the autonomy that should be delegated to the individual schools regarding budget.

A total of 181 responses was analyzed to determine if there was a significant difference at the .05 level when eight items were grouped to form a budget domain. Table 8 contains an analysis of individual and grouped items (items 17 through 24) that pertained to autonomy that should be delegated to individual schools. There was a significant difference at the .01 level between the preferences of superintendents and school board chairpersons on item 22 (Individual schools should have the authority to transfer non-salary dollars to add instructional staff) with superintendents being more supportive than school board chairpersons. The null hypothesis for the grouped items (budget domain) was retained (see Table 8).

Table 8

Mann-Whitney U Test Results Comparing Preferences of Superintendents to School Board Chairpersons Regarding School-Based Management Budget Items

Items	Mean Rank		U	z	p	Significant
	Supts.	School Board Chairpersons				
<u>Individual</u>						
I-17	85.41	99.60	3519.0	-1.8807	.0600	No
I-18	93.98	91.90	4167.0	-.2735	.7845	No
I-19	96.06	89.55	3963.0	-.9244	.3533	No
I-20	91.58	93.55	4123.5	-.2678	.7889	No
I-21	93.19	91.72	4146.5	-.2018	.8400	No
I-22	102.28	81.36	3256.0	-2.7619	.0057	Yes*
I-23	98.16	86.05	3659.0	-1.6978	.0895	No
I-24	97.54	87.90	3819.0	-1.2667	.2052	No
<u>Grouped</u>	95.83	85.30	3593.5	-1.3516	.1765	No

* = Significant difference.

Hypothesis 9

There will be no significant difference between the preferences of superintendents and school board chairpersons pertaining to the autonomy that should be delegated to the individual schools regarding personnel decisions.

A total of 184 responses was analyzed to determine if there was a significant difference at the .05 level when five items were grouped to form a personnel domain. Table 9 contains an analysis of individual and grouped items (items 25 through 29) that pertained to autonomy that should be

delegated to individual schools. There was a significant difference at the .03 level between the preferences of superintendents and school board chairpersons on item 28 (The principal along with the school staff should make the final choice of who will work in the school) with superintendents being more supportive than school board chairpersons. The null hypothesis for the grouped items (personnel domain) was retained (see Table 9).

Table 9

Mann-Whitney U Test Results Comparing Preferences of Superintendents to School Board Chairpersons Regarding School-Based Management Personnel Items

Items	Mean Rank		U	z	p	Significant
	Supts.	School Board Chairpersons				
<u>Individual</u>						
I-25	95.95	89.68	3974.0	-.8391	.4014	No
I-26	97.08	87.28	3765.5	-1.2965	.1948	No
I-27	96.31	89.28	3939.0	-.9339	.3503	No
I-28	100.80	84.21	3498.5	-2.1972	.0280	Yes*
I-29	90.33	96.01	4001.5	-.8054	.4206	No
<u>Grouped</u>	98.98	85.12	3579.0	-1.7692	.0769	No

* = Significant difference.

Hypothesis 10

There will be no significant difference between the preferences of superintendents and school board chairpersons

pertaining to the autonomy that should be delegated to the individual schools regarding curriculum.

A total of 183 responses was analyzed to determine if there was a significant difference at the .05 level when five items were grouped to form the curriculum domain. Table 10 contains an analysis of individual and grouped items (30 through 34) that were used to form the curriculum domain. There was a significant difference at the .04 level between the preferences of superintendents and school board chairpersons on item 30 (The local schools should have the autonomy to design and focus curriculum as long as they are attaining the goals of the district) with superintendents being more supportive than school board chairpersons. The null hypothesis for the grouped items (curriculum domain) was retained (see Table 10).

Hypothesis 11

There will be no significant difference between the preferences of superintendents and school board chairpersons pertaining to the function(s) of school-based management councils.

A total of 180 responses was analyzed to determine if there was a significant difference at the .05 level when eight items were grouped to form the school-based management council domain. Table 11 contains an analysis of individual and grouped items (35 through 42) that were used to form the school-based management council domain. Item 38 (The

Table 10

Mann-Whitney U Test Results Comparing Preferences of Superintendents to School Board Chairpersons Regarding School-Based Management Curriculum Items

Items	Mean Rank		U	z	p	Significant
	Supts.	School Board Chairpersons				
<u>Individual</u>						
I-30	98.92	85.18	3584.5	-2.0691	.0385	Yes*
I-31	95.03	89.68	3974.0	-.7172	.4733	No
I-32	98.33	87.00	3741.0	-1.5333	.1252	No
I-33	92.94	93.07	4257.0	-.0178	.9858	No
I-34	95.51	90.17	4017.0	-.7573	.4489	No
<u>Grouped</u>	97.74	85.53	3614.5	-1.5668	.1172	No

* = Significant difference.

school-based management council should function solely as an advisory board to the principal) was recoded (reversed scoring) to comply with the scoring of the other seven items in this domain. There was a significant difference at the .0001 level between the preferences of superintendents and school board chairpersons on item 39 (The SBM council should have decision-making power) and .0001 on item 40 (The SBM council should participate in the hiring of personnel at the local school) with superintendents being more supportive than school board chairpersons. The null hypothesis for the grouped items (school-based management council domain) was rejected (see Table 11).

Table 11

Mann-Whitney U Test Results Comparing Preferences of Superintendents to School Board Chairpersons Regarding School-Based Management Council Items

Items	Mean Rank		U	z	p	Signifi- cant
	Supts.	School Board Chair- persons				
<u>Individual</u>						
I-35	93.90	90.94	4083.5	-.3991	.6898	No
I-36	93.20	91.72	4152.0	-.2057	.8370	No
I-37	94.73	91.05	4093.5	-.5213	.6022	No
I-38	86.49	100.33	3625.0	-1.8332	.0668	No
I-39	108.51	75.53	2743.5	-4.3111	.0000	Yes*
I-40	107.31	76.88	2860.5	-3.9899	.0001	Yes*
I-41	94.72	88.94	3907.5	-.8070	.4197	No
I-42	89.20	96.26	3890.5	-.9323	.3512	No
<u>Grouped</u>	100.83	78.95	3056.0	-2.8262	.01	Yes*

* = Significant difference.

Hypothesis 12

There will be no significant difference between the preferences of superintendents and school board chairpersons pertaining to the district level planning prior to implementing school-based management.

A total of 182 responses was analyzed to determine if there was a significant difference at the .05 level when 16 items were grouped to form the school-based management planning domain. Table 12 contains an analysis of individual and grouped items (1 through 16) that were used

to form the school-based management planning domain. There was a significant difference at the .01 level between the preferences of superintendents and school board chairpersons on item 9 (The district will need to make substantial investments in staff development to successfully implement SBM) with superintendents more supportive than school board chairpersons. There was a significant difference at the .01 level between the preferences of superintendents and school board chairpersons on item 14 (The district should develop a SBM evaluation plan) with school board chairpersons more supportive than superintendents. The null hypothesis for the grouped items (school-based management planning domain) was retained (see Table 12).

Research Questions

Research question 1 was designed to ascertain the preferences of superintendents and school board chairpersons regarding the autonomy delegated to the local schools in the areas of budget, personnel, and curriculum decisions. Research question 2 was designed to ascertain the preferences of superintendents and school board chairpersons regarding the function of the school-based management council. Research question 3 was designed to ascertain the preferences of superintendents and school board chairpersons regarding district level planning prior to implementing school-based management. Research question 4 was designed

Table 12

Mann-Whitney U Test Results Comparing Preferences of Superintendents to School Board Chairpersons Regarding School-Based Management Planning Items

Items	Mean Rank		U	z	p	Significant
	Supts.	School Board Chairpersons				
<u>Individual</u>						
I-1	96.57	88.98	3913.5	-1.0922	.2747	No
I-2	93.38	92.57	4226.0	-.1073	.9145	No
I-3	94.74	91.03	4092.0	-.4896	.6244	No
I-4	91.01	94.20	4067.5	-.4524	.6510	No
I-5	87.39	99.32	3713.5	-1.6858	.0918	No
I-6	91.94	94.20	4159.0	-.3120	.7550	No
I-7	90.39	95.94	4007.0	-.7935	.4275	No
I-8	90.96	95.30	4063.0	-.6072	.5437	No
I-9	103.64	81.02	3220.5	-3.0949	.0020	Yes*
I-10	93.34	92.61	4229.5	-.1019	.9188	No
I-11	92.55	93.51	4219.0	-.1363	.8916	No
I-12	95.18	89.44	3951.0	-.8239	.4100	No
I-13	92.50	92.50	4214.0	.0000	1.0000	No
I-14	85.31	100.52	3522.0	-2.1675	.0302	Yes*
I-15	91.55	91.45	4118.0	-.0127	.9899	No
I-16	95.68	89.98	4000.0	-.8571	.3914	No
<u>Grouped</u>	91.55	91.45	4118.0	-.0127	.9899	No

to collect general demographic information from the respondents and determine the preferences of superintendents and school board chairpersons if a significant difference was determined at the .05 level in any of the selected domains of school-based management that were examined.

Research Question 1.1

What were the preferences of superintendents and school board chairpersons regarding the autonomy delegated to the local schools in the areas of budget?

Table 13 contains the individual and grouped item responses (17 through 24) for superintendents and school board chairpersons by response categories. When the superintendents' responses were totaled by category, 52.7% of the responses were in the agree or strongly agree categories and 27.3% of the responses were in the disagree or strongly disagree categories. When the school board chairpersons' responses were totaled by category, 47.8% of the school board chairpersons' responses were in the agree or strongly agree categories and 29.8% of the responses were in the disagree or strongly disagree categories.

Research Question 1.2

What were the preferences of superintendents and school board chairpersons regarding the autonomy delegated to the local schools in the area of personnel?

Table 14 contains the individual and grouped item responses (25 through 29) for superintendents and school board chairpersons by response categories. When the superintendents' responses were totaled by category, 45.9% of the responses were in the agree or strongly agree categories and 35.7% of the responses were in the disagree or strongly disagree categories. When the school board

Table 13

Preferences of Superintendents and School Board Chairpersons
Pertaining to Budget Autonomy Delegated to the Local Schools

Superintendents	SD	D	U	A	SA
I-17 (N = 98)	6	31	28	28	5
I-18 (N = 98)	17	30	25	18	8
I-19 (N = 98)	1	2	5	50	40
I-20 (N = 98)	4	23	16	48	7
I-21 (N = 98)	5	11	28	48	6
I-22 (N = 98)	6	24	21	41	6
I-23 (N = 98)	5	12	6	60	15
I-24 (N = 98)	9	29	26	25	9
Total (N=784)	53 (6.7%)	162 (20.6%)	155 (19.7%)	318 (40.5%)	96 (12.2%)
School Board Chairpersons	SD	D	U	A	SA
I-17 (N = 85)	7	16	29	28	8
I-18 (N = 87)	11	34	23	13	6
I-19 (N = 87)	0	3	6	48	30
I-20 (N = 86)	2	17	21	38	8
I-21 (N = 86)	3	12	25	41	5
I-22 (N = 86)	11	29	22	20	4
I-23 (N = 86)	5	15	13	42	11
I-24 (N = 87)	10	34	15	24	4
Total (N = 690)	46 (6.6%)	160 (23.2%)	154 (22.3%)	254 (36.8%)	76 (11.0%)

chairpersons' responses were totaled by category, 38.5% of the responses were in the agree or strongly agree categories and 42.4% of the responses were in the disagree or strongly disagree categories.

Table 14

Preferences of Superintendents and School Board Chairpersons
Pertaining to Personnel Decisions Delegated to the Local
Schools

Superintendents	SD	D	U	A	SA
I-25 (N = 98)	6	19	15	46	12
I-26 (N = 98)	11	32	23	27	5
I-27 (N = 98)	18	37	19	20	4
I-28 (N = 98)	8	25	16	41	8
I-29 (N = 98)	6	13	17	59	3
Total (N=490)	49 (10.0%)	126 (25.7%)	90 (18.4%)	193 (39.4%)	32 (6.5%)
School Board Chairpersons	SD	D	U	A	SA
I-25 (N = 87)	7	20	14	36	10
I-26 (N = 86)	9	35	24	16	2
I-27 (N = 87)	17	39	13	17	1
I-28 (N = 87)	8	34	16	25	4
I-29 (N = 87)	2	13	16	48	8
Total (N = 434)	43 (9.9%)	141 (32.5%)	83 (19.1%)	142 (32.7%)	25 (5.8%)

Research Question 1.3

What were the preferences of superintendents and school board chairpersons regarding the autonomy delegated to the local schools in the area of curriculum?

Table 15 contains the individual and grouped item responses (30 through 34) for superintendents and school board chairpersons by response categories. When the

superintendents' responses were totaled by category, 62.4% of the responses were in the agree or strongly agree categories and 14.7% of the responses were in the disagree or strongly disagree categories. When the school board chairpersons' responses were totaled by category, 56% of the responses were in the agree or strongly agree categories and 18.2% of the responses were in the disagree or strongly disagree categories.

Table 15

Preferences of Superintendents and School Board Chairpersons Pertaining to Curriculum Autonomy Delegated to the Local Schools

Superintendents	SD	D	U	A	SA
I-30 (N = 98)	5	7	5	72	9
I-31 (N = 97)	4	18	31	38	6
I-32 (N = 98)	2	16	20	48	12
I-33 (N = 98)	4	8	34	44	8
I-34 (N = 98)	3	5	22	54	14
Total (N=489)	18 (3.7%)	54 (11.0%)	112 (22.9%)	256 (52.4%)	49 (10.0%)
School Board Chairpersons	SD	D	U	A	SA
I-30 (N = 86)	2	13	15	49	7
I-31 (N = 87)	3	20	28	33	3
I-32 (N = 87)	1	21	20	39	6
I-33 (N = 87)	2	9	29	41	6
I-34 (N = 87)	2	6	20	52	7
Total (N = 434)	10 (2.3%)	69 (15.9%)	112 (25.8%)	214 (49.3%)	29 (6.7%)

Research Question 2

What were the preferences of superintendents and school board chairpersons regarding the function(s) of the school-based management council?

Table 16 contains the individual and grouped item responses (35 through 42) for superintendents and school board chairpersons by response categories. When the superintendents' responses were totaled by category, 53.0% of the responses were in the agree or strongly agree categories and 25.5% of the responses were in the disagree or strongly disagree categories. When the school board chairpersons' responses were totaled by category, 47.0% of the responses were in the agree or strongly agree categories and 34.1% of the responses were in the disagree or strongly disagree categories.

Research Question 3

What were the preferences of superintendents and school board chairpersons regarding district level planning prior to implementing school-based management?

Table 17 contains the individual and grouped item responses (1 through 16) for superintendents and school board chairpersons by response categories. When the superintendents' responses were totaled by category, 76.9% of the responses were in the agree or strongly agree categories and 12.1% of the responses were in the disagree or strongly disagree categories. When the school board

chairpersons' responses were totaled by category, 75.9% of the responses were in the agree or strongly agree categories and 11.6% of the responses were in the disagree or strongly disagree categories.

Table 16

Preferences of Superintendents and School Board Chairpersons Pertaining to School-Based Management Councils

Superintendents	SD	D	U	A	SA
I-35 (N = 97)	5	12	25	43	12
I-36 (N = 97)	3	6	2	49	37
I-37 (N = 98)	1	1	5	47	44
I-38 (N = 98)	17	35	23	20	3
I-39 (N = 98)	9	19	34	30	6
I-40 (N = 98)	11	28	23	34	2
I-41 (N = 97)	3	8	26	48	12
I-42 (N = 98)	10	31	30	25	2
Total (N=781)	59 (7.6%)	140 (17.9%)	168 (21.5%)	296 (37.9%)	118 (15.1%)
School Board Chairpersons	SD	D	U	A	SA
I-35 (N = 87)	2	13	26	37	9
I-36 (N = 87)	0	6	7	41	33
I-37 (N = 87)	1	4	2	44	36
I-38 (N = 87)	20	38	16	11	2
I-39 (N = 87)	24	27	21	13	2
I-40 (N = 87)	28	30	13	14	2
I-41 (N = 86)	3	10	20	49	4
I-42 (N = 86)	9	22	26	25	4
Total (N = 694)	87 (12.5%)	150 (21.6%)	131 (18.9%)	234 (33.7%)	92 (13.3%)

Table 17

Preferences of Superintendents and School Board Chairpersons
Pertaining to District-Level Planning Prior to Implementing
School-Based Management

Superintendents	SD	D	U	A	SA
I-1 (N = 98)	3	3	3	29	60
I-2 (N = 98)	11	10	12	41	24
I-3 (N = 98)	14	24	33	23	4
I-4 (N = 98)	3	2	7	52	34
I-5 (N = 98)	5	2	2	47	42
I-6 (N = 98)	4	4	8	50	32
I-7 (N = 98)	4	6	18	54	16
I-8 (N = 98)	4	8	13	55	18
I-9 (N = 98)	2	6	7	54	29
I-10 (N = 98)	3	9	16	55	15
I-11 (N = 98)	1	2	4	45	46
I-12 (N = 98)	2	3	1	51	41
I-13 (N = 98)	3	4	0	52	39
I-14 (N = 97)	2	3	3	60	29
I-15 (N = 98)	9	29	40	15	5
I-16 (N = 98)	5	1	3	63	26
Total (N=1567)	75 (4.7%)	116 (7.4%)	170 (10.8%)	746 (47.6%)	460 (29.3%)
School Board Chairpersons	SD	D	U	A	SA
I-1 (N = 87)	0	3	2	38	44
I-2 (N = 87)	8	12	8	40	19
I-3 (N = 87)	8	29	33	11	6
I-4 (N = 86)	0	4	5	45	32
I-5 (N = 87)	0	2	4	33	48
I-6 (N = 87)	0	6	9	41	31
I-7 (N = 87)	0	9	9	55	14
I-8 (N = 87)	0	8	13	47	19
I-9 (N = 87)	0	14	19	38	16
I-10 (N = 87)	1	9	16	48	13
I-11 (N = 87)	0	2	1	44	40
I-12 (N = 86)	0	1	6	48	31
I-13 (N = 86)	0	1	2	51	32
I-14 (N = 87)	0	2	6	37	42
I-15 (N = 87)	5	35	32	13	2
I-16 (N = 87)	0	3	8	57	19
Total (N=1389)	22 (1.6%)	140 (10.0%)	173 (12.5%)	646 (46.5%)	408 (29.4%)

Research Question 4

What were the demographics of the respondents and what were the preferences of superintendents and school board chairpersons if a significant difference was found between the superintendents and school board chairpersons in the following domains of school-based management: district level planning prior to implementation, school-based budgeting decisions, school-based personnel decisions, school-based curriculum decisions, and function(s) of the school-based management councils?

Table 18 contains the demographic information received from the respondents. Of the superintendents and school board chairpersons, 65.6% and 52.9% respectively were between the ages of 40-54 years. Sixty-seven percent of the superintendents and 62.2% of the school board chairpersons have student enrollments of less than 5,000. Of the superintendents, 87.8% were male and 82.6% of the school board chairpersons were male. Of superintendents, 46.9% have specialist degrees or higher and 70.9% of the school board chairpersons have college degrees or higher. County school systems were represented by 73.4% of the superintendents and 62.2% of the school board chairpersons represented county school systems. Of the school board chairpersons, 59.3% have between 5-12 years of experience on the school board. Of the superintendents, 52.1% have between 11-20 years of administrative experience and 61.9% were elected.

Table 18

Demographic Characteristics of Respondents by Percent

	Superintendents	School Board Chairpersons
Age	%	%
0-39	4.2	3.5
40-54	65.6	52.9
55-Highest	30.2	43.5
Enrollment		
0-4,999	67.0	62.2
5,000-9,999	20.6	24.4
10,000-Highest	12.4	13.4
Gender		
Male	87.8	82.6
Female	12.2	17.4
Highest Educational Level		
High School Diploma	0.0	29.1
College Degree	0.0	38.4
Master's	30.6	12.8
Master's + 30	22.4	3.5
Specialist	21.4	3.5
Doctorate	25.5	12.8
City or County		
City	26.6	37.8
County	73.4	62.2
Years of School Board Experience		
0-4	na	15.1
5-12	na	59.3
13-Highest	na	25.6
Years of Administrative Experience		
0-10	19.8	na
11-20	52.1	na
21-Highest	28.1	na
Appointed or Elected Superintendent		
Appointed	38.1	na
Elected	61.9	na

A significant difference at the .05 level was determined between the preferences of superintendents and school board chairpersons regarding the function(s) of the school-based management councils (Table 11). In Tables 19 through 31, the grouped items (35 through 42) were analyzed by frequency in each response category and a percentage was determined for each of the response categories.

Table 19 (superintendents) and Table 20 (school board chairpersons) contain the individual and grouped item responses for superintendents and school board chairpersons by response categories and age categories. The age categories of 0 through 39, 40 through 54, and 55 through highest were used to classify the responses of superintendents and school board chairpersons. In the age category 0 through 39, 50.1% of the superintendents' responses were in the agree or strongly agree category and 75.0% of the school board chairpersons' responses were in the agree or strongly agree categories for the grouped item responses. In the age category 40 through 54, 54.0% of the superintendents' responses were in the agree or strongly agree categories and 51.5% were in the agree or strongly agree categories for the grouped item responses. In the age category 55 through highest, 51.1% of the superintendents' responses were in the agree or strongly agree categories and 38.3% of the school board chairpersons' responses were in

the agree or strongly agree categories for the grouped item responses.

Table 19

Preferences of Superintendents by Age Regarding the Function(s) of School-Based Management Councils

0-39	SD	D	U	A	SA
I-35 (N = 4)	0	1	1	2	0
I-36 (N = 4)	0	0	0	4	0
I-37 (N = 4)	0	0	0	2	2
I-38 (N = 4)	1	0	2	1	0
I-39 (N = 4)	0	1	1	2	0
I-40 (N = 4)	0	2	1	1	0
I-41 (N = 4)	0	1	3	0	0
I-42 (N = 4)	0	2	0	2	0
Total (N= 32)	1 (3.1%)	7 (21.9%)	8 (25.0%)	14 (43.8%)	2 (6.3%)
40-54	SD	D	U	A	SA
I-35 (N = 63)	4	7	14	30	8
I-36 (N = 63)	2	4	2	28	27
I-37 (N = 63)	0	0	3	30	30
I-38 (N = 63)	9	24	13	14	3
I-39 (N = 63)	7	10	24	18	4
I-40 (N = 63)	7	17	17	21	1
I-41 (N = 63)	3	4	13	34	9
I-42 (N = 63)	7	20	21	14	1
Total (N = 504)	39 (7.7%)	86 (17.1%)	107 (21.2%)	189 (37.5%)	83 (16.5%)
55-Highest	SD	D	U	A	SA
I-35 (N = 28)	1	4	10	10	3
I-36 (N = 28)	1	2	0	16	9
I-37 (N = 29)	1	1	2	13	12
I-38 (N = 29)	7	10	7	5	0
I-39 (N = 29)	2	8	8	9	2
I-40 (N = 29)	4	9	4	11	1
I-41 (N = 28)	0	2	10	13	3
I-42 (N = 29)	3	8	8	9	1
Total (N = 229)	19 (8.3%)	44 (19.2%)	49 (21.4%)	86 (37.6%)	31 (13.5%)

Table 20

Preferences of School Board Chairpersons by Age Regarding
the Function(s) of School-Based Management Councils

0-39	SD	D	U	A	SA
I-35 (N = 3)	0	0	0	3	0
I-36 (N = 3)	0	0	0	2	1
I-37 (N = 3)	0	0	0	1	2
I-38 (N = 3)	1	1	0	1	0
I-39 (N = 3)	0	1	1	1	0
I-40 (N = 3)	1	0	1	1	0
I-41 (N = 3)	0	0	0	3	0
I-42 (N = 3)	0	0	0	3	0
Total (N= 24)	2 (8.3%)	2 (8.3%)	2 (8.3%)	15 (62.5%)	3 (12.5%)
40-54	SD	D	U	A	SA
I-35 (N = 45)	2	7	11	19	6
I-36 (N = 45)	0	3	3	23	16
I-37 (N = 45)	0	2	0	28	15
I-38 (N = 45)	11	19	7	7	1
I-39 (N = 45)	12	13	10	9	1
I-40 (N = 45)	15	11	8	10	1
I-41 (N = 44)	2	3	10	27	2
I-42 (N = 45)	2	11	12	17	3
Total (N = 509)	44 (12.3%)	69 (19.2%)	61 (17.0%)	140 (39.0%)	45 (12.5%)
55-Highest	SD	D	U	A	SA
I-35 (N = 37)	0	5	15	14	3
I-36 (N = 37)	0	3	4	14	16
I-37 (N = 37)	1	2	2	14	18
I-38 (N = 37)	7	18	9	2	1
I-39 (N = 37)	11	13	10	2	1
I-40 (N = 37)	11	18	4	3	1
I-41 (N = 37)	1	7	10	17	2
I-42 (N = 36)	7	11	13	4	1
Total (N=295)	38 (12.9%)	77 (26.1%)	67 (22.7%)	70 (23.7%)	43 (14.6%)

Table 21 (superintendents) and Table 22 (school board chairpersons) contain the individual and grouped item responses for superintendents and school board chairpersons by response categories and enrollment categories. The enrollment categories of 0 through 4,999, 5,000 through 9,999, and 10,000 through highest were used to classify the responses of superintendents and school board chairpersons. In the enrollment category 0 through 4,999, 49.6% of the superintendents' responses were in the agree or strongly agree categories and 43.5% of the school board chairpersons' responses were in the agree or strongly agree categories for the grouped item responses. In the enrollment category 5,000 through 9,999, 61.0% of the superintendents' responses were in the agree or strongly agree categories and 52.1% of the school board chairpersons' responses were in the agree or strongly agree categories for the grouped item responses. In the enrollment category 10,000 through highest, 59.4% of the superintendents' responses were in the agree or strongly agree categories and 47.7% of the school board chairpersons' responses were in the agree or strongly agree categories for the grouped item responses.

Table 21

Preferences of Superintendents by Student Enrollment
Regarding the Function(s) of School-Based Management
Councils

0-4,999	SD	D	U	A	SA
I-35 (N = 64)	5	7	18	27	7
I-36 (N = 64)	3	6	2	33	20
I-37 (N = 65)	0	1	3	33	28
I-38 (N = 65)	12	23	17	11	2
I-39 (N = 65)	7	14	23	18	3
I-40 (N = 65)	7	21	17	18	2
I-41 (N = 65)	3	6	19	31	6
I-42 (N = 65)	8	22	17	16	2
Total (N=518)	45 (8.7%)	100 (19.3%)	116 (22.4%)	187 (36.1%)	70 (13.5%)
5,000-9,999	SD	D	U	A	SA
I-35 (N = 20)	0	4	3	10	3
I-36 (N = 20)	0	0	0	10	10
I-37 (N = 20)	0	0	1	10	9
I-38 (N = 20)	2	8	3	7	0
I-39 (N = 20)	0	4	6	9	1
I-40 (N = 20)	1	6	4	9	0
I-41 (N = 19)	0	2	3	13	1
I-42 (N = 20)	1	5	9	5	0
Total (N = 159)	4 (2.5%)	29 (18.2%)	29 (18.2%)	73 (45.9%)	24 (15.1%)
10,000-Highest	SD	D	U	A	SA
I-35 (N = 12)	0	1	3	6	2
I-36 (N = 12)	0	0	0	5	7
I-37 (N = 12)	1	0	1	4	6
I-38 (N = 12)	2	4	3	2	1
I-39 (N = 12)	1	1	5	3	2
I-40 (N = 12)	2	1	2	7	0
I-41 (N = 12)	0	0	4	3	5
I-42 (N = 12)	0	4	4	4	0
Total (N= 96)	6 (6.2%)	11 (11.5%)	22 (22.9%)	34 (35.4%)	23 (24.0%)

Table 22

Preferences of School Board Chairpersons by Student Enrollment Regarding the Function(s) of School-Based Management Councils

0-4,999	SD	D	U	A	SA
I-35 (N = 51)	2	7	16	22	4
I-36 (N = 51)	0	4	5	26	16
I-37 (N = 51)	1	2	2	28	18
I-38 (N = 51)	11	26	8	6	0
I-39 (N = 51)	15	18	12	6	0
I-40 (N = 51)	18	21	6	6	0
I-41 (N = 51)	1	6	12	30	2
I-42 (N = 51)	6	13	18	11	2
Total (N=407)	54 (13.3%)	97 (23.8%)	79 (19.4%)	135 (33.2%)	42 (10.3%)
5,000-9,999	SD	D	U	A	SA
I-35 (N = 20)	0	2	7	8	3
I-36 (N = 20)	0	1	2	8	9
I-37 (N = 20)	0	2	0	10	8
I-38 (N = 20)	5	6	4	3	2
I-39 (N = 20)	5	5	4	5	1
I-40 (N = 20)	5	5	3	6	1
I-41 (N = 19)	0	3	5	10	1
I-42 (N = 20)	1	7	4	7	1
Total (N = 159)	16 (10.1%)	31 (19.5%)	29 (18.2%)	57 (35.8%)	26 (16.3%)
10,000-Highest	SD	D	U	A	SA
I-35 (N = 11)	0	2	2	5	2
I-36 (N = 11)	0	1	0	4	6
I-37 (N = 11)	0	0	0	3	8
I-38 (N = 11)	2	5	3	1	0
I-39 (N = 11)	2	4	3	1	1
I-40 (N = 11)	3	3	3	1	1
I-41 (N = 11)	2	1	3	4	1
I-42 (N = 11)	2	2	3	3	1
Total (N= 88)	11 (12.5%)	18 (20.5%)	17 (19.3%)	22 (25.0%)	20 (22.7%)

Table 23 contains the individual and grouped item responses for superintendents by response categories and experience categories. The experience categories for superintendents were classified as 0 through 10, 11 through 20, and 21 through highest. In the experience category 0 through 10, 52.0% of the superintendents' responses were in the agree or strongly agree categories for the grouped item responses. In the experience category 11 through 20, 52.6% of the responses were in the agree or strongly agree categories for the grouped items. In the experience category 21 through highest, 55.8% of the superintendents' responses were in the agree or strongly agree categories for the grouped items.

Table 24 contains the individual and grouped item responses for school board chairpersons by response categories and experience categories. The experience categories for school board chairpersons were classified as 0 through 4, 5 through 12, and 13 through highest. In the experience category 0 through 4, 47.1% of the responses were in the agree or strongly agree categories for the grouped items. In the 5 through 12 category, 51.9% of the responses were in the agree or strongly agree categories for the grouped items. In the experience category 21 through highest, 34.1% of the responses were in the agree or strongly agree categories for the grouped items.

Table 23

Preferences of Superintendents by Experience Regarding the Function(s) of School-Based Management Councils

0-10	SD	D	U	A	SA
I-35 (N = 19)	0	3	4	9	3
I-36 (N = 19)	0	0	1	10	8
I-37 (N = 19)	0	0	2	8	9
I-38 (N = 19)	6	5	6	2	0
I-39 (N = 19)	1	6	7	4	1
I-40 (N = 19)	0	5	6	7	1
I-41 (N = 19)	0	1	6	8	4
I-42 (N = 19)	2	7	5	5	0
Total (N = 152)	9 (6.0%)	27 (17.8%)	37 (24.3%)	53 (34.9%)	26 (17.1%)
11-20	SD	D	U	A	SA
I-35 (N = 50)	4	5	11	25	5
I-36 (N = 49)	3	5	0	24	17
I-37 (N = 50)	0	1	1	22	26
I-38 (N = 50)	7	23	9	8	3
I-39 (N = 50)	6	8	20	13	3
I-40 (N = 50)	8	13	10	18	1
I-41 (N = 50)	1	6	14	25	4
I-42 (N = 50)	5	15	14	14	2
Total (N = 399)	34 (8.5%)	76 (19.0%)	79 (19.8%)	149 (37.3%)	61 (15.3%)
21-Highest	SD	D	U	A	SA
I-35 (N = 27)	1	4	10	9	3
I-36 (N = 27)	0	0	1	15	11
I-37 (N = 27)	0	0	2	16	9
I-38 (N = 27)	4	6	7	10	0
I-39 (N = 27)	2	4	7	12	2
I-40 (N = 27)	3	9	7	8	0
I-41 (N = 26)	2	0	5	15	4
I-42 (N = 27)	3	8	10	6	0
Total (N = 215)	15 (7.0%)	31 (14.4%)	49 (22.8%)	91 (42.3%)	29 (13.5%)

Table 24

Preferences of School Board Chairpersons by Experience
Regarding the Function(s) of School-Based Management
Councils

0-4	SD	D	U	A	SA
I-35 (N = 13)	0	1	3	7	2
I-36 (N = 13)	0	1	0	7	5
I-37 (N = 13)	0	0	0	5	8
I-38 (N = 13)	3	6	1	2	1
I-39 (N = 13)	3	6	3	1	0
I-40 (N = 13)	6	4	1	2	0
I-41 (N = 13)	2	2	3	6	0
I-42 (N = 13)	4	2	4	3	0
Total (N = 104)	18 (17.3%)	22 (21.2%)	15 (14.4%)	33 (31.7%)	16 (15.4%)
5-12	SD	D	U	A	SA
I-35 (N = 51)	1	9	13	22	6
I-36 (N = 51)	0	2	4	27	18
I-37 (N = 51)	1	2	0	31	17
I-38 (N = 51)	12	18	13	7	1
I-39 (N = 51)	11	14	14	10	2
I-40 (N = 51)	12	17	10	10	2
I-41 (N = 50)	1	3	10	32	4
I-42 (N = 50)	3	13	12	20	2
Total (N = 406)	41 (10.1%)	78 (19.2%)	76 (18.7%)	159 (39.1%)	52 (12.8%)
13-Highest	SD	D	U	A	SA
I-35 (N = 22)	1	3	10	7	1
I-36 (N = 22)	0	3	3	6	10
I-37 (N = 22)	0	2	2	7	11
I-38 (N = 22)	5	14	2	1	0
I-39 (N = 22)	10	7	4	1	0
I-40 (N = 22)	10	8	2	2	0
I-41 (N = 22)	0	5	7	10	0
I-42 (N = 22)	2	7	9	2	2
Total (N = 176)	28 (15.9%)	49 (27.8%)	39 (22.2%)	36 (20.5%)	24 (13.6%)

Table 25 (superintendents) and Table 26 (school board chairpersons) contain the individual and grouped item responses for superintendents and school board chairpersons by response categories and gender. In the male gender category, 53.4% of the superintendents and 44.6% of the school board chairpersons' responses were in the agree or strongly agree categories. In the female gender category, 50.6% of superintendents and 56.6% of the school board chairpersons' responses were in the agree or strongly agree categories.

Tables 27 (superintendents) and Table 28 (school board chairpersons) contain the individual and grouped item responses for superintendents and school board chairpersons by response categories and educational level. The educational levels were classified as high school diploma, college degree, Master's, Master's + 30, Specialist, and Doctorate. Of the responses from school board chairpersons, 43.9% of those having a high school diploma were in the agree or strongly agree categories. Of the responses from school board chairpersons having a college degree, 49.0% were in the agree or strongly agree categories. Of the school board chairpersons and superintendents having Master's degrees, 44.3% of the school board chairpersons' and 43.4% superintendents' responses were in the agree or strongly agree categories. Of the school board chairpersons and superintendents having a Master's + 30 hours, 62.5% of

Table 25

Preferences of Superintendents by Gender Regarding the Function(s) of School-Based Management Councils

Male	SD	D	U	A	SA
I-35 (N = 86)	3	11	24	39	9
I-36 (N = 85)	2	5	2	46	30
I-37 (N = 86)	0	0	0	45	36
I-38 (N = 86)	12	33	20	19	2
I-39 (N = 86)	7	15	32	27	5
I-40 (N = 86)	9	24	21	30	2
I-41 (N = 85)	2	7	21	46	9
I-42 (N = 86)	8	30	27	20	1
Total (N = 686)	43 (6.3%)	125 (18.2%)	152 (22.2%)	272 (39.7%)	94 (13.7%)
Female	SD	D	U	A	SA
I-35 (N = 11)	2	1	1	4	3
I-36 (N = 12)	1	1	0	3	7
I-37 (N = 12)	1	1	0	2	8
I-38 (N = 12)	5	2	3	1	1
I-39 (N = 12)	2	4	2	3	1
I-40 (N = 12)	2	4	2	4	0
I-41 (N = 12)	1	1	5	2	3
I-42 (N = 12)	2	1	3	5	1
Total (N = 95)	16 (16.8%)	15 (15.8%)	16 (16.8%)	24 (25.3%)	24 (25.3%)

the school board chairpersons' and 50.6% of the superintendents' responses were in the agree or strongly agree categories. Of the school board chairpersons and superintendents having a Specialist degree, 29.1% of the school board chairpersons' and 75.8% of the superintendents' responses were in the agree or strongly agree categories. Of the school board chairpersons and superintendents having

a Doctorate, 51.1% of the school board chairpersons' and 61.6% of the superintendents' responses were in the agree or strongly agree categories.

Table 26

Preferences of School Board Chairpersons by Gender Regarding the Function(s) of School-Based Management Councils

Male	SD	D	U	A	SA
I-35 (N = 71)	2	12	22	29	6
I-36 (N = 71)	0	6	6	32	27
I-37 (N = 71)	1	4	2	36	28
I-38 (N = 71)	15	34	13	8	1
I-39 (N = 71)	21	24	17	8	1
I-40 (N = 71)	23	25	11	11	1
I-41 (N = 70)	3	9	19	36	3
I-42 (N = 70)	8	19	18	22	3
Total (N = 566)	73 (12.9%)	133 (23.5%)	108 (19.1%)	182 (32.2%)	70 (12.4%)
Female	SD	D	U	A	SA
I-35 (N = 15)	0	1	4	7	3
I-36 (N = 15)	0	0	1	8	6
I-37 (N = 15)	0	0	0	7	8
I-38 (N = 15)	5	4	3	2	1
I-39 (N = 15)	3	3	4	4	1
I-40 (N = 15)	5	4	2	3	1
I-41 (N = 15)	0	1	1	12	1
I-42 (N = 15)	1	3	7	3	1
Total (N = 120)	14 (11.7%)	16 (13.3%)	22 (18.3%)	46 (38.3%)	22 (18.3%)

Table 27

Preferences of Superintendents by Educational Level
Regarding the Function(s) of School-Based Management
Councils

Master's	SD	D	U	A	SA
I-35 (N = 30)	0	2	10	13	5
I-36 (N = 30)	0	2	1	15	12
I-37 (N = 30)	0	0	2	16	12
I-38 (N = 30)	7	10	8	5	0
I-39 (N = 30)	2	7	15	4	2
I-40 (N = 30)	1	12	9	7	1
I-41 (N = 30)	4	16	8	2	0
I-42 (N = 30)	0	5	15	7	3
Total (N = 240)	14 (5.8%)	54 (22.5%)	68 (28.3%)	69 (28.8%)	35 (14.6%)
Master's + 30	SD	D	U	A	SA
I-35 (N = 22)	1	3	4	11	3
I-36 (N = 22)	2	1	0	9	10
I-37 (N = 22)	1	0	1	8	12
I-38 (N = 22)	3	12	3	2	2
I-39 (N = 22)	3	6	3	9	1
I-40 (N = 22)	5	8	5	4	0
I-41 (N = 22)	1	4	6	10	1
I-42 (N = 22)	4	7	4	7	0
Total (N = 176)	20 (11.4%)	41 (23.3%)	26 (14.8%)	60 (34.1%)	29 (16.5%)

Table 27 (continued)

Specialist	SD	D	U	A	SA
I-35 (N = 20)	2	2	4	11	1
I-36 (N = 21)	1	2	1	13	4
I-37 (N = 21)	0	1	0	11	9
I-38 (N = 21)	4	11	3	3	0
I-39 (N = 21)	3	6	10	2	0
I-40 (N = 21)	4	7	4	6	0
I-41 (N = 21)	1	1	7	11	1
I-42 (N = 21)	2	9	4	4	2
Total (N = 167)	17 (10.2%)	39 (23.4%)	33 (19.8%)	61 (36.5%)	17 (10.2%)
Doctorate	SD	D	U	A	SA
I-35 (N = 25)	2	5	7	8	3
I-36 (N = 24)	0	1	0	12	11
I-37 (N = 25)	0	0	2	12	11
I-38 (N = 25)	3	2	9	10	1
I-39 (N = 25)	1	3	6	12	3
I-40 (N = 25)	1	6	5	12	1
I-41 (N = 24)	1	1	5	11	6
I-42 (N = 25)	1	8	7	9	0
Total (N = 198)	9 (4.5%)	26 (13.1%)	41 (20.7%)	86 (43.4%)	36 (18.2%)

Table 28

Preferences of School Board Chairpersons by Educational Level Regarding the Function(s) of School-Based Management Councils

High School Diploma	SD	D	U	A	SA
I-35 (N = 24)	0	2	9	12	1
I-36 (N = 24)	0	1	4	11	8
I-37 (N = 24)	0	0	1	15	8
I-38 (N = 24)	5	14	3	2	0
I-39 (N = 24)	4	12	5	3	0
I-40 (N = 24)	6	10	5	3	0
I-41 (N = 23)	0	2	9	12	0
I-42 (N = 24)	3	7	6	7	1
Total (N = 191)	18 (9.4%)	48 (25.1%)	42 (22.0%)	65 (34.0%)	18 (9.4%)
College Degree	SD	D	U	A	SA
I-35 (N = 33)	1	5	7	16	4
I-36 (N = 33)	0	2	1	19	11
I-37 (N = 33)	0	2	1	19	11
I-38 (N = 33)	10	12	9	2	0
I-39 (N = 33)	9	9	11	3	1
I-40 (N = 33)	9	13	4	6	1
I-41 (N = 33)	0	2	4	24	3
I-42 (N = 32)	3	11	9	7	2
Total (N = 263)	32 (12.2%)	56 (21.3%)	46 (17.5%)	96 (36.5%)	33 (12.5%)
Master's	SD	D	U	A	SA
I-35 (N = 11)	1	3	3	3	1
I-36 (N = 11)	0	1	2	3	5
I-37 (N = 11)	0	0	0	3	8
I-38 (N = 11)	3	2	3	3	0
I-39 (N = 11)	5	0	3	3	0
I-40 (N = 11)	5	2	2	2	0
I-41 (N = 11)	2	1	3	5	0
I-42 (N = 11)	2	0	6	2	1
Total (N = 88)	18 (20.5%)	9 (10.2%)	22 (25.0%)	24 (27.3%)	15 (17.0%)

Table 28 (continued)

Master's + 30	SD	D	U	A	SA
I-35 (N = 3)	0	1	0	1	1
I-36 (N = 3)	0	0	0	1	2
I-37 (N = 3)	0	0	0	0	3
I-38 (N = 3)	2	0	0	0	1
I-39 (N = 3)	2	0	0	0	1
I-40 (N = 3)	2	0	0	0	1
I-41 (N = 3)	1	0	0	1	1
I-42 (N = 3)	1	0	0	2	0
Total (N = 24)	8 (33.3%)	1 (4.2%)	0 (0.0%)	5 (20.8%)	10 (41.7%)
Specialist	SD	D	U	A	SA
I-35 (N = 3)	0	0	3	0	0
I-36 (N = 3)	0	0	0	2	1
I-37 (N = 3)	1	0	0	1	1
I-38 (N = 3)	0	2	0	1	0
I-39 (N = 3)	1	1	1	0	0
I-40 (N = 3)	1	1	0	1	0
I-41 (N = 3)	0	1	2	0	0
I-42 (N = 3)	0	1	2	0	0
Total (N = 24)	3 (12.5%)	6 (25.0%)	8 (33.3%)	5 (20.8%)	2 (8.3%)
Doctorate	SD	D	U	A	SA
I-35 (N = 11)	0	2	3	4	2
I-36 (N = 11)	0	1	0	4	6
I-37 (N = 11)	0	1	0	5	5
I-38 (N = 11)	0	7	1	2	1
I-39 (N = 11)	3	5	1	2	0
I-40 (N = 11)	4	3	2	2	0
I-41 (N = 11)	0	4	2	5	0
I-42 (N = 11)	0	2	2	7	0
Total (N = 88)	7 (8.0%)	25 (28.4%)	11 (12.5%)	31 (35.2%)	14 (15.9%)

Table 29 (superintendents) and Table 30 (school board chairpersons) contain the individual and grouped item responses for superintendents and school board chairpersons by response categories and type of district (city or county). Responding in the agree or strongly agree categories were 55.8% of the superintendents from city districts and 49.0% of the school board chairpersons from city districts. Responding in the agree or strongly agree categories were 52.2% of the superintendents from county districts and 46.2% of the school board chairpersons from county districts.

Table 31 contains the individual and grouped item responses from superintendents by response categories and type of position (appointed or elected). Of the appointed superintendents' responses, 52.2% were in the agree or strongly agree categories. Of the elected superintendents' responses, 52.8% were in the agree or strongly agree categories.

Table 29

Preferences of Superintendents by Type of District (City or County) Regarding the Function(s) of School-Based Management Councils

City	SD	D	U	A	SA
I-35 (N = 25)	0	6	10	7	2
I-36 (N = 25)	0	3	1	14	7
I-37 (N = 25)	0	0	2	14	9
I-38 (N = 25)	2	4	10	7	2
I-39 (N = 25)	1	3	7	12	2
I-40 (N = 25)	1	9	4	10	1
I-41 (N = 24)	0	1	7	14	2
I-42 (N = 25)	3	8	6	8	0
Total (N = 199)	7 (3.5%)	34 (17.1%)	47 (23.6%)	86 (43.2%)	25 (12.6%)
County	SD	D	U	A	SA
I-35 (N = 68)	4	6	13	36	9
I-36 (N = 68)	3	3	1	33	28
I-37 (N = 69)	1	1	3	32	32
I-38 (N = 69)	13	30	13	12	1
I-39 (N = 69)	8	14	26	17	4
I-40 (N = 69)	10	17	19	22	1
I-41 (N = 69)	3	5	18	33	10
I-42 (N = 69)	7	22	23	15	2
Total (N = 550)	49 (8.9%)	98 (17.8%)	116 (21.0%)	200 (36.4%)	87 (15.8%)

Table 30

Preferences of School Board Chairpersons by Type of District
(City or County) Regarding the Function(s) of School-Based
Management Councils

City	SD	D	U	A	SA
I-35 (N = 31)	0	4	11	12	4
I-36 (N = 31)	0	2	1	15	13
I-37 (N = 31)	0	2	0	16	13
I-38 (N = 31)	8	16	2	4	1
I-39 (N = 31)	9	11	5	5	1
I-40 (N = 31)	11	13	3	3	1
I-41 (N = 31)	0	2	6	20	3
I-42 (N = 30)	4	6	10	9	1
Total (N = 247)	32 (13.0%)	56 (22.7%)	38 (15.4%)	84 (34.0%)	37 (15.0%)
County	SD	D	U	A	SA
I-35 (N = 51)	2	9	12	23	5
I-36 (N = 51)	0	4	5	23	19
I-37 (N = 51)	1	2	1	25	22
I-38 (N = 51)	12	20	12	6	1
I-39 (N = 51)	14	16	13	7	1
I-40 (N = 51)	16	14	9	11	1
I-41 (N = 50)	3	8	13	25	1
I-42 (N = 51)	4	16	13	15	3
Total (N = 407)	52 (12.8%)	89 (21.9%)	78 (19.2%)	135 (33.2%)	53 (13.0%)

Table 31

Preferences of Superintendents by Position (Elected or Appointed) Regarding the Function(s) of School-Based Management Councils

Appointed	SD	D	U	A	SA
I-35 (N = 37)	1	7	16	10	3
I-36 (N = 37)	1	3	1	19	13
I-37 (N = 37)	0	0	3	18	16
I-38 (N = 37)	7	6	13	9	2
I-39 (N = 37)	3	5	11	15	3
I-40 (N = 37)	3	15	5	13	1
I-41 (N = 36)	0	4	10	17	5
I-42 (N = 37)	6	12	9	10	0
Total (N = 295)	21 (7.1%)	52 (17.6%)	68 (23.1%)	111 (37.6%)	43 (14.6%)
Elected	SD	D	U	A	SA
I-35 (N = 59)	4	5	9	33	8
I-36 (N = 59)	2	3	1	30	23
I-37 (N = 60)	1	1	2	29	27
I-38 (N = 60)	10	29	10	10	1
I-39 (N = 60)	6	14	23	14	3
I-40 (N = 60)	8	13	18	20	1
I-41 (N = 60)	3	4	16	31	6
I-42 (N = 60)	4	19	21	14	2
Total (N = 478)	38 (7.9%)	88 (18.4%)	100 (20.9%)	181 (37.9%)	71 (14.9%)

Summary

A statistical analysis was completed for results from surveys returned from superintendents and school board chairpersons pertaining to their preferences regarding school-based management. The Mann-Whitney U Test and the Kolomogorov-Smirnov Two Sample Test were used to analyze

hypotheses 1 through 12, and descriptive statistics were used to analyze research questions 1 through 5. A significant difference at the .01 level existed between the preferences of superintendents and school board chairpersons for the grouped items regarding the function(s) of the school-based management councils. The demographic variables were analyzed regarding the preferences of both groups for grouped items regarding the function(s) of the school-based management councils. These procedures determined whether the null hypothesis was retained or rejected and answered the research questions presented in Chapter 1.

Chapter 5

Summary, Findings, Conclusions, and Recommendations

Summary

The purpose of this study was to determine the preferences of Tennessee superintendents and school board chairpersons regarding school-based management and to determine if there was a significant difference between the two groups' preferences regarding selected facets of school-based management. The following domains of school-based management were selected for this study: approaches, school-based budget decisions, school-based personnel decisions, school-based curriculum decisions, function(s) of the school-based management councils, and district level planning prior to implementing school-based management. Also, demographic information was collected from both groups to determine the preferences of each group based on the demographic variables if a significant difference was determined in one or more of the domains. The following demographics were collected: age, student enrollment of district, experience, gender, educational level, city or county school district, and appointed or elected superintendent.

An item pool of questions was formulated for each domain based on a comprehensive review of the literature, interviews with experts in the area of school-based

management, and interviews with members of the target population. A pilot study was conducted to field test the instrument and determine any flaws in the instrument design. After the field test, the internal consistency of the instrument was measured using Cronbach's alpha.

The survey was mailed to 139 public school superintendents and school board chairpersons in Tennessee and follow-up procedures were implemented to collect additional surveys. When the data collection was terminated, 71.0% of the superintendents and 63.0% of the school board chairpersons had responded.

Findings

Twelve null hypotheses were formulated to determine whether or not there was a significant difference between the preferences of superintendents and school board chairpersons regarding selected aspects of school-based management at the .05 level of significance. The ordinal data were statistically analyzed using two statistical tests. Hypotheses 1 through 7 were tested using the Kolomogorov-Smirnov two sample test and hypotheses 8 through 12 were tested using the Mann-Whitney U test. The results of the findings are listed below:

Hypothesis 1

There will be no significant difference between the preferences of superintendents and school board chairpersons

regarding the problem-solving approach to school-based management.

Item 46 (see Appendix B) pertained to the problem-solving approach to school-based management. The two-tailed p value was .466 and the null hypothesis was retained.

Hypothesis 2

There will be no significant difference between the preferences of superintendents and school board chairpersons regarding the proposal approach to school-based management.

Item 45 (see Appendix B) pertained to the proposal approach to school-based management. The two-tailed p value was .967 and the null hypothesis was retained.

Hypothesis 3

There will be no significant difference between the preferences of superintendents and school board chairpersons regarding the teaming approach to school-based management.

Item 44 (see Appendix B) pertained to the teaming approach to school-based management. The two-tailed p value was .994 and the null hypothesis was retained.

Hypothesis 4

There will be no significant difference between the preferences of superintendents and school board chairpersons regarding the visionary approach to school-based management.

Item 43 (see Appendix B) pertained to the visionary approach to school-based management. The two-tailed p value was .980 and the null hypothesis was retained.

Hypothesis 5

There will be no significant difference between the preferences of superintendents and school board chairpersons regarding the multiple approach to school-based management.

Item 47 (see Appendix B) pertained to the multiple approach to school-based management. The two-tailed p value was 1.000 and the null hypothesis was retained.

Hypothesis 6

There will be no significant difference between the preferences of superintendents and school board chairpersons regarding school-based management being mandated by the State.

Item 49 (see Appendix B) addressed school-based management being mandated by the State. The two-tailed p value was .649 and the null hypothesis was retained.

Hypothesis 7

There will be no significant difference between the preferences of superintendents and school board chairpersons regarding a State model for school-based management.

Item 50 (see Appendix B) addressed a school-based management model being developed by the State. The

two-tailed p value was .233 and the null hypothesis was retained.

Hypothesis 8

There will be no significant difference between the preferences of superintendents and school board chairpersons pertaining to the autonomy that should be delegated to the individual schools regarding budget.

Items 17 through 24 (see Appendix B) addressed the school-based management domain of budgeting. When the items were grouped and tested, the two-tailed p value was .1765 and the null hypothesis was retained.

Hypothesis 9

There will be no significant difference between the preferences of superintendents and school board chairpersons pertaining to the autonomy that should be delegated to the individual schools regarding personnel decisions.

Items 25 through 29 (see Appendix B) addressed the school-based management domain of personnel decisions. When the items were grouped and tested, the two-tailed p value was .0769 and the null hypothesis was retained.

Hypothesis 10

There will be no significant difference between the preferences of superintendents and school board chairpersons pertaining to the autonomy that should be delegated to the individual schools regarding curriculum.

Items 30 through 34 (see Appendix B) addressed the school-based management domain of curriculum. When the items were grouped and tested, the two-tailed p value was .1172 and the null hypothesis was retained.

Hypothesis 11

There will be no significant difference between the preferences of superintendents and school board chairpersons pertaining to the function(s) of the school-based management councils.

Items 35 through 42 (see Appendix B) pertained to the function(s) of the school-based management councils. When the items were grouped and tested, the computed z value exceeded the critical value at the specified level of significance (.05). The two-tailed p value was .0054, therefore the null hypothesis was rejected.

Hypothesis 12

There will be no significant difference between the preferences of superintendents and school board chairpersons pertaining to the district level planning needed prior to implementing school-based management.

Items 1 through 16 (see Appendix B) pertained to district-level planning prior to implementing school-based management. When the items were grouped and tested, the two-tailed p value was .9899 and the null hypothesis was retained.

Four research questions were formulated to ascertain the preferences of superintendents and school board chairpersons regarding aspects of school-based management. In research questions 1 through 3, grouped items were used to determine the preferences of superintendents and school board chairpersons pertaining to the selected domains by response categories. Research question 4 was designed to determine the preferences of both groups if a significant difference was determined in the domains of budget, personnel, and curriculum decisions. The following demographic data were collected: age, student enrollment in district, experience, gender, educational level, city or county school district, and appointed or elected superintendent's position.

Research Question 1

Research question 1 was designed to ascertain the preferences of superintendents and school board chairpersons regarding the autonomy delegated to the local schools in the areas of budget, personnel, and curriculum decisions. In the budget domain, 52.7% of superintendents and 47.8% of school board chairpersons agreed with the principles associated with school-based budgeting. In the personnel domain, 45.9% of superintendents and 38.5% of school board chairpersons agreed with the principles associated with school-based personnel decisions. In the curriculum domain, 62.4% of superintendents and 56.0% of school board

chairpersons agreed with the principles associated with school-based curriculum.

Research Question 2

Research question 2 was designed to determine the function(s) of school-based management councils. In the school-based management council domain, 53.0% of superintendents and 47.0% of school board chairpersons agreed with the principles associated with school-based management councils.

Research Question 3

Research question 3 was designed to determine the preferences of superintendents and school board chairpersons regarding the domain of district level planning prior to implementing school-based management. In the district level planning domain, 76.9% of superintendents and 75.9% of school board chairpersons agreed with the principles associated with planning prior to implementing school-based management.

Research Question 4

What were the demographics of the respondents and what were the preferences of superintendents and school board chairpersons if a significant difference was found between the superintendents and school board chairpersons in the following domains of school-based management: district level planning prior to implementation, school-based

budgeting decisions, school-based personnel decisions, school-based curriculum decisions, and the function of the school-based management councils?

Analysis of the demographic variables of age, enrollment, gender, educational level, county or city district, experience, and elected or appointed superintendents demonstrated that the returned survey responses represented all categories of the selected demographics.

A significant difference at the .05 level existed between the preferences of superintendents and school board chairpersons regarding the function(s) of the school-based management councils. The highest percentage of agreement with the principles associated with school-based management councils were superintendents with the following demographics: age, 40-54; student enrollment, 5,000-9,999; administrative experience, 21 years or higher; male; doctorate; city school district, and elected. The highest percentage of agreement with the principles associated with school-based management councils were school board chairpersons with the following demographics: age, 0-39; student enrollment, 5,000-9,999; school board experience, 5-12 years; female; master's + 30; and city school district.

Conclusions

Contrary to what has happened in other states, school-based management should not be mandated from the

state level. This is especially true since school-based management should have the support and a commitment from school boards and superintendents prior to implementation. However, the state should explore developing a general model for school-based management that allows for ample variations that school districts could choose from and implement if they desired.

In general, superintendents and school board chairpersons were in agreement regarding their preferences for school-based management. However, some notable differences did exist between the two groups and should be considered if school-based management is going to be a viable option in the educational reform movement.

School board chairpersons must be willing to relinquish traditional decision-making power to the local schools. Unless school board chairpersons are willing to make substantial investments in staff development, allow the local schools to decide who will work in the schools, and allow local schools to focus and develop curriculum that meets the needs of their particular student populations, school-based management is not a viable option for those districts.

When school board chairpersons are willing to transfer their traditional decision-making power, the superintendents must insure that an evaluation plan is in place that provides for accountability. The school boards are created

by state law and are responsible for the quality of education provided to the students in their districts. As the chief executive officers of the school districts, it is imperative that superintendents support and implement an evaluation plan for school-based management or school boards will not relinquish their decision-making power.

Recommendations

The following recommendations are made based on findings of the study:

1. Conduct a qualitative study with both groups designed to determine in-depth perceptions regarding school-based management.
2. With the current fervor for educational reform and school-based management being mandated in some states and school districts, colleges and universities charged with developing or upgrading the competencies needed for the superintendency should include school-based management as part of the curriculum.
3. In order to insure that both groups are aware of the advantages, disadvantages, and obstacles involved in shifting decisions to the local school level, seminars and workshops should be conducted for both groups pertaining to the principles associated with school-based management.
4. Replicate the study on a regional or national level to determine the preferences of superintendents and school board chairpersons regarding school-based management and

determine if the preferences of Tennessee superintendents and school board chairpersons are unique.

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REFERENCES

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APPENDICES

APPENDIX A

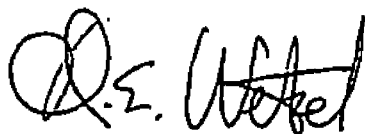
COVER LETTERS

Dear Fellow Superintendent:

With the continued national emphasis on educational reform and the enactment of the Tennessee Education Improvement Act, school-based management may be a reform movement that will impact your school district. Mr. Nelson has undertaken a research project regarding school-based management that could provide valuable information to local systems and the Tennessee Organization of School Superintendents.

Please take a few minutes from your schedule and complete the enclosed survey and return it to Mr. Nelson in the self-addressed stamped envelope. Your responses will remain anonymous and the collective results of the research project will be shared with the Tennessee Organization of School Superintendents.

Sincerely yours,

A handwritten signature in black ink, appearing to read "D.E. Wetzel". The signature is written in a cursive style with a large initial "D" and "E".

Mr. David E. Wetzel

President, Board of Directors,

Tennessee Organization of School Superintendents

Dear Fellow Board Member:

With the continued national emphasis on educational reform and the enactment of the Tennessee Education Improvement Act, school-based management may be a reform movement that will impact your school district. Mr. Nelson has undertaken a research project regarding school-based management that could provide valuable information to local boards and the Tennessee School Boards Association.

Please take a few minutes from your schedule and complete the enclosed survey and return it to Mr. Nelson in the self-addressed stamped envelope. Your responses will remain anonymous and the collective results of the research project will be shared with the Tennessee School Boards Association.

Sincerely yours,

A handwritten signature in cursive script that reads "Elizabeth Duffie Jones".

Ms. Elizabeth "Duffie" Jones
North East Tennessee Director
of Tennessee School Boards Association
Executive Council

APPENDIX B
QUESTIONNAIRE

**THE PREFERENCES OF TENNESSEE SCHOOL SUPERINTENDENTS AND SCHOOL BOARD
CHAIRPERSONS REGARDING SCHOOL-BASED MANAGEMENT**

Dear School Board Chairpersons/Superintendents:

The State of Tennessee may be preparing to implement school-based management. This brief questionnaire is designed to ascertain the preferences of school board chairpersons and superintendents pertaining to particular facets of school-based management. In Part I you are asked to respond to a series of statements reflecting your preferences regarding school-based management as if you are going to or have implemented school-based management. In Part II you are asked to provide additional demographic information. The collective responses will be reported to policy makers in an effort to acknowledge superintendents' and school board chairpersons' preferences concerning school-based management. Your response to the items will be anonymous and will not identify you or your school district. When you complete the form, please put it in the return envelope and send it back to the sender. Thank you very much for participating in this research project.

School-Based Management Defined: *"It's a decentralized form of organization, in which decisions are made by those who know and care most about the quality of the education students receive--the principal, teachers, parents and citizens, and the students themselves" (Narburger, 1985, p. xi).*

**PART I. SCHOOL BOARD CHAIRPERSONS' AND SUPERINTENDENTS' PREFERENCES REGARDING
SCHOOL-BASED MANAGEMENT**

Instructions: After reading each item, please indicate the degree to which you agree the statement is true from your perspective. Please read each item carefully and CIRCLE the response that best expresses your feeling. Your choices are:

SA = Strongly Agree
A = Agree
U = Uncertain
D = Disagree
SD = Strongly Disagree

SBM = School-Based Management

Item:

- | | | | | | |
|--|----|---|---|---|----|
| 1. School board members should be committed to shared decision making prior to implementing school-based management. | SA | A | U | D | SD |
| 2. Local teacher associations should be involved in the early stages of planning for SBM. | SA | A | U | D | SD |
| 3. The district should hire an outside consultant to facilitate implementing school-based management. | SA | A | U | D | SD |
| 4. The school board should adopt policies to formalize the process of implementing SBM. | SA | A | U | D | SD |
| 5. The school board should establish parameters for SBM. | SA | A | U | D | SD |
| 6. SBM should evolve gradually. | SA | A | U | D | SD |
| 7. The school district should implement SBM through pilot programs. | SA | A | U | D | SD |

8. The school system should conduct a readiness study prior to implementing SBM.	SA	A	U	D	SD
9. The district will need to make substantial investments in staff development to successfully implement SBM.	SA	A	U	D	SD
10. The district should establish a school-based management budget.	SA	A	U	D	SD
11. The district should define SBM.	SA	A	U	D	SD
12. The district should develop a SBM philosophy.	SA	A	U	D	SD
13. The district should develop a plan for implementing SBM.	SA	A	U	D	SD
14. The district should develop a SBM evaluation plan.	SA	A	U	D	SD
15. The district should hire a SBM director.	SA	A	U	D	SD
16. The district should provide opportunities for potential participants in SBM to visit other districts that have implemented SBM.	SA	A	U	D	SD
17. Budget autonomy is the heart of SBM.	SA	A	U	D	SD
18. Individual schools should be allocated a lump-sum budget which they can spend any way they desire.	SA	A	U	D	SD
19. School principals need substantial training prior to developing and implementing school-based budgeting.	SA	A	U	D	SD
20. The role of the district office in the budget process is to facilitate school orders and monitor spending.	SA	A	U	D	SD
21. SBM provides a vehicle for putting the district's monetary resources where they can be effectively used.	SA	A	U	D	SD
22. Individual schools should have the authority to transfer non-salary dollars to add instructional staff.	SA	A	U	D	SD
23. Individual schools should have the autonomy to carry over funds not spent from one year to the next.	SA	A	U	D	SD
24. Local schools should have the autonomy to spend funds outside of line item allocations (e.g. moving maintenance allocations to personnel or supply accounts).	SA	A	U	D	SD
25. The individual school should determine vacancies and how they will be filled.	SA	A	U	D	SD
26. The principal should be allowed to hire paraprofessionals instead of certified teachers.	SA	A	U	D	SD
27. The SBM council should make the final choice of who will work in the school.	SA	A	U	D	SD

28. The principal along with the school staff should make the final choice of who will work in the school.	SA	A	U	D	SD
29. The role of the district personnel office is to maintain a pool of qualified applicants.	SA	A	U	D	SD
30. The local schools should have the autonomy to design and focus curriculum as long as they are attaining the goals of the district.	SA	A	U	D	SD
31. Diversity in the curriculum from school to school is good.	SA	A	U	D	SD
32. Each school's curriculum should be tailored to the needs and desires of the community served by the school.	SA	A	U	D	SD
33. SBM will increase the number of imaginative and innovative programs in the local school.	SA	A	U	D	SD
34. SBM will increase the extent parents are involved in the curriculum decisions in the school.	SA	A	U	D	SD
35. SBM councils are necessary to implement SBM.	SA	A	U	D	SD
36. The role and responsibilities of the SBM council should be clearly differentiated from that of the school board.	SA	A	U	D	SD
37. The district should establish parameters setting the limits of the decisions that SBM councils can make.	SA	A	U	D	SD
38. The SBM council should function solely as an advisory board to the principal.	SA	A	U	D	SD
39. The SBM council should have decision making power.	SA	A	U	D	SD
40. The SBM council should participate in the hiring of personnel at the local school.	SA	A	U	D	SD
41. Decisions that impact students in an individual school should be made by those closest to students.	SA	A	U	D	SD
42. Students should be included as voting members of the school based management council.	SA	A	U	D	SD
43. The SBM approach adopted by the district should involve the SBM council creating visions for the local school that focus on the present as well as the future.	SA	A	U	D	SD
44. The SBM approach adopted by the district should involve creating teams in the local school with parents, teachers, and support personnel developing the total educational program for students assigned to a team.	SA	A	U	D	SD
45. The SBM approach adopted by the district should involve the local school developing and submitting SBM proposals for district funding and approval.	SA	A	U	D	SD

- | | | | | | |
|--|----|---|---|---|----|
| 46. The SBM approach adopted by the district should involve the district identifying deficit areas and the local school developing a SBM plan to resolve the problem. | SA | A | U | D | SD |
| 47. The SBM approach adopted by the district should combine attributes from other SBM approaches to formulate a SBM approach designed to meet the district's unique needs. | SA | A | U | D | SD |
| 48. Individual school staff members should be financially compensated for their new role and responsibilities required to implement school-based management. | SA | A | U | D | SD |
| 49. School-based management should be mandated by the state. | SA | A | U | D | SD |
| 50. A State model for school-based management should be developed. | SA | A | U | D | SD |

PART II. DEMOGRAPHIC INFORMATION

Instructions: The following items are designed to gather information on your background characteristics. Please read each item carefully and respond to each item that is applicable to you.

Please Write Your Answers in the Spaces Provided

51. Your Age: _____
52. Number of Students Enrolled in Your School District: _____
53. (Board Chairs Only) Number of Years as a School Board Member: _____
54. (Superintendents Only) Number of Years as an Administrator: _____

Please Check the Appropriate Response For Each Item:

55. Gender: _____ Male _____ Female
56. Highest Educational Level Attained:
 _____ High School Diploma _____ College Degree (BS/BA)
 _____ Master's _____ Master's +30 _____ Specialist _____ Doctorate
57. _____ City School District _____ County School District
58. (Superintendents Only):
 _____ Appointed School Superintendent
 _____ Elected School Superintendent

THANK YOU FOR PARTICIPATING IN THIS SURVEY!!

APPENDIX C

FIRST FOLLOW-UP LETTERS

May 20, 1992

Dear Superintendent:

Recently you received a letter from David Wetzel, President of TOSS, requesting that you complete a questionnaire pertaining to school-based management. If you completed the questionnaire and returned it to me, please accept my thanks. If by chance you did not receive the questionnaire or it was misplaced, I have included another copy for you. It is extremely important that your preferences be included if the results are to accurately represent the preferences of Tennessee's superintendents. Please complete the enclosed questionnaire and return it to me as soon as possible in the self-addressed envelope.

Sincerely yours,

A handwritten signature in cursive script that reads "Ron Nelson".

Ron Nelson

May 20, 1992

Dear Board Chairperson:

Recently you received a letter from Elizabeth "Duffie" Jones, TSBA Executive Council Member, requesting that you complete a questionnaire pertaining to school-based management. If you completed the questionnaire and returned it to me, please accept my thanks. If by chance you did not receive the questionnaire or it was misplaced, I have included another copy for you. It is extremely important that your preferences be included if the results are to accurately represent the preferences of Tennessee's school board chairpersons. Please complete the enclosed questionnaire and return it to me as soon as possible in the self-addressed envelope.

Sincerely yours,

A handwritten signature in cursive script that reads "Ron Nelson".

Ron Nelson

APPENDIX D

SECOND FOLLOW-UP LETTERS

May 30, 1992

Dear Superintendent:

Last week you received a second copy of a questionnaire pertaining to school-based management. I would like to thank you for completing the questionnaire. If by some chance you have not had time to complete and return your survey, please take a few minutes from your busy schedule and do so. Your responses are critical to the success of the study.

Again, thank you for your cooperation.

Sincerely yours,

A handwritten signature in cursive script that reads "Ron Nelson".

Ron Nelson

May 30, 1992

Dear Board Chairperson:

Last week you received a second copy of a questionnaire pertaining to school-based management. I would like to thank you for completing the questionnaire. If by some chance you have not had time to complete and return your survey, please take a few minutes from your busy schedule and do so. Your responses are critical to the success of the study.

Again, thank you for your cooperation.

Sincerely yours,

A handwritten signature in cursive script that reads "Ron Nelson".

Ron Nelson

APPENDIX E

**SUPERINTENDENTS' AND SCHOOL BOARD CHAIRPERSONS'
FREQUENCY PERCENTAGE OF RESPONSES TO 50 ITEMS**

Table 32

Frequency Percentage of Responses to 50 Preference Items
From Superintendents

Item	SA	A	U	D	SD
1	61.2*	29.6	3.1	3.1	3.1
2	24.5	41.8*	12.2	10.2	11.2
3	4.1	23.5	33.7*	24.5	14.3
4	34.7	53.1*	7.1	2.0	3.1
5	42.9	48.0*	2.0	2.0	5.1
6	32.7	51.0*	8.2	4.1	4.1
7	16.3	55.1*	18.4	6.1	4.1
8	18.4	56.1*	13.3	8.2	4.1
9	29.6	55.1*	7.1	6.1	2.0
10	15.3	56.1*	16.3	9.2	3.1
11	46.9*	45.9	4.1	2.0	1.0
12	41.6	52.0	1.0	3.1	2.0
13	39.8	53.1*	4.1	3.1	0.0
14	29.9	61.9*	3.1	3.1	2.1
15	5.1	15.3	40.8*	29.6	9.2
16	26.5	64.3*	3.1	1.0	5.1
17	5.1	28.6	28.6	31.6*	6.1
18	8.2	18.4	25.5	30.6*	17.3
19	40.8	51.0*	5.1	2.0	1.0
20	7.1	49.0*	16.3	23.5	4.1
21	6.1	49.0*	28.6	11.2	5.1
22	6.1	41.8*	21.4	24.5	6.1
23	15.3	61.2*	6.1	12.2	5.1
24	9.2	25.5	26.5	29.6*	9.2
25	12.2	46.9*	15.3	19.4	6.1
26	5.1	27.6	23.5	32.7*	11.2
27	4.1	20.4	19.4	37.8*	18.4
28	8.2	41.8*	16.3	25.5	8.2
29	3.1	60.2*	17.3	13.3	6.1
30	9.2	73.5*	5.1	7.1	5.1
31	6.2	39.2*	32.0	18.6	4.1
32	12.2	49.0*	20.4	16.3	2.0
33	8.2	44.9*	34.7	8.2	4.1
34	14.3	55.1*	22.4	5.1	3.1
35	12.4	44.3*	25.8	12.4	5.2
36	38.1	50.5*	2.1	6.2	3.1
37	44.9	48.0*	5.1	1.0	1.0
38	17.3	35.7	23.5	20.4	3.1
39	6.1	30.6	34.7*	19.4	9.2
40	2.0	34.7*	23.5	28.6	11.2
41	12.4	49.5*	26.8	8.2	3.1
42	2.0	25.5	30.6	31.6*	10.2
43	19.6	61.9*	11.3	5.2	2.1
44	14.3	51.3*	17.3	12.2	5.1
45	14.3	62.2*	14.3	6.1	3.1
46	8.2	58.2*	15.3	15.3	3.1
47	13.3	65.3*	14.3	3.1	4.1
48	9.2	35.7*	31.6	15.3	8.2
49	2.0	4.1	17.3	29.6	46.9*
50	19.4	45.9*	14.3	8.2	12.2

* = most frequently selected response.

Table 33

Frequency Percentage of Responses to 50 Preference Items
from School Board Chairpersons

Item	SA	A	U	D	SD
1	50.6*	43.7	2.3	3.4	0.0
2	21.8	46.0*	9.2	13.8	9.2
3	6.9	12.6	37.9*	33.3	9.2
4	37.2	52.3*	5.8	4.7	0.0
5	55.2*	37.9	4.6	2.3	0.0
6	35.6	47.1*	10.3	6.9	0.0
7	16.1	63.2*	10.3	50.3	0.0
8	21.8	54.0*	14.9	9.2	0.0
9	18.4	43.7*	21.8	16.1	0.0
10	14.9	52.2*	18.4	10.3	1.1
11	46.0	50.6*	1.1	2.3	0.0
12	36.0	55.8*	7.0	1.2	0.0
13	37.2	59.3*	2.3	1.2	0.0
14	48.3*	42.5	6.9	2.3	0.0
15	2.3	14.9	36.8	40.2*	5.7
16	21.8	65.5*	9.2	3.4	0.0
17	9.4	32.9	34.1*	18.8	4.7
18	6.9	14.9	26.4	39.1*	12.6
19	34.5	55.2*	6.9	3.4	0.0
20	9.3	44.2*	24.4	19.8	2.3
21	5.8	47.7*	29.1	14.0	3.5
22	4.7	23.3	25.6	33.7*	12.8
23	12.8	48.8*	15.1	17.4	5.8
24	4.6	27.6	17.2	39.1*	11.5
25	11.5	41.4*	16.1	23.0	8.0
26	2.3	18.6	27.9	40.7*	10.5
27	1.1	19.5	14.9	44.8*	19.5
28	4.6	28.7	18.4	39.1*	9.2
29	9.2	55.2*	18.4	14.9	2.3
30	8.1	57.0*	17.4	15.1	2.3
31	3.4	37.9*	32.2	23.0	3.4
32	6.9	44.8*	23.0	24.1	1.1
33	6.9	47.1*	33.3	10.3	2.3
34	8.0	59.8*	23.0	6.9	2.3
35	10.3	42.5*	29.9	14.9	2.3
36	37.9	47.1*	8.0	6.9	0.0
37	41.4	50.6*	2.3	4.6	1.1
38	63.0	43.7*	18.4	12.6	2.3
39	2.3	14.9	24.1	31.0*	27.6
40	2.3	16.1	14.9	34.5*	32.2
41	4.7	57.0*	23.3	11.6	3.5
42	4.7	29.1	30.2*	25.6	10.5
43	12.6	72.4*	10.3	2.3	2.3
44	8.0	57.5*	20.7	11.5	2.3
45	7.0	69.8*	20.9	1.2	1.2
46	8.1	61.6*	24.4	5.8	0.0
47	11.6	67.4*	17.4	2.3	1.2
48	3.5	26.7	33.7*	29.1	7.0
49	2.3	4.7	22.1	34.9	36.0*
50	11.6	38.4*	26.7	15.1	8.1

* = most frequently selected response.

VITA

RONALD DOUGLAS NELSON

Personal Data: Date of Birth: June 29, 1944
Place of Birth: Charleston, South Carolina
Marital Status: Married

Education: East Tennessee State University,
Johnson City, Tennessee, B.S., 1967
Union College, Barboursville, Kentucky,
Secondary Education, M.A., 1971
East Tennessee State University,
Johnson City, Tennessee, Ed.D., 1992
Additional work in Educational
Administration at the
University of Florida, Gainesville,
Florida,
Nova University, Fort Lauderdale,
Florida,
and the University of Tennessee,
Knoxville, Tennessee

Professional Experience: Teacher, Junior High School, Anderson
County, Clinton, Tennessee, 1967-1971
Teacher, Westwood Junior High School,
Alachua County, Gainesville, Florida,
1971-1972
Dean, Buchholz High School, Alachua County,
Gainesville, Florida, 1972-1974
Assistant Principal, Howard Bishop Middle
School, Alachua County, Gainesville,
Florida, 1974-78
Principal, Westwood Middle School, Alachua
County, Gainesville, Florida, 1978-1983
Principal, Eastside High School, Alachua
County, Gainesville, Florida, 1983-1988
Coordinator of Gifted and Academically
Talented Programs, Johnson City Schools,
Johnson City, Tennessee, 1989-91
Administrative Assistant to the
Superintendent, Johnson City Schools,
Johnson City, Tennessee, 1991-Present

Professional Associations: Phi Delta Kappa
American Association of School
Administrators

**Professional
Recognitions:**

**Presenter at the 1985 and 1986 State of
Florida High School Principals' Summer
Leadership Conferences
Invited to present at the 1986 National
School Board Conference held in Las Vegas,
Nevada
Member of the University of Florida
Institutional Review Board**