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ON THE FUNCTIONAL ROLE OF THE MICHIGAN PUBLIC HIGH SCHOOL
PRINCIPAL

Andrews University

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A STUDY OF THE PERCEIVED INFLUENCE OF COLLECTIVE
BARGAINING ON THE FUNCTIONAL ROLE OF THE
MICHIGAN PUBLIC HIGH SCHOOL PRINCIPAL

A Dissertation
Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
David R. Clark

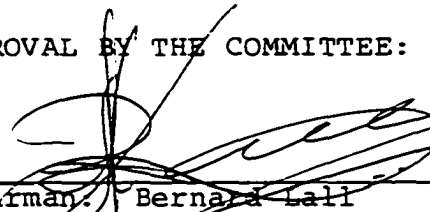
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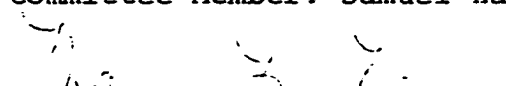

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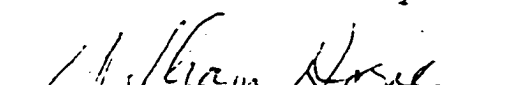

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ABSTRACT

A STUDY OF THE PERCEIVED INFLUENCE OF COLLECTIVE
BARGAINING ON THE FUNCTIONAL ROLE OF THE
MICHIGAN PUBLIC HIGH SCHOOL PRINCIPAL

by

David R. Clark

Chairperson: Bernard M. Lall, Ph.D.

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

Department of Education

Title: A STUDY OF THE PERCEIVED INFLUENCE OF COLLECTIVE
BARGAINING ON THE FUNCTIONAL ROLE OF THE
MICHIGAN PUBLIC HIGH SCHOOL PRINCIPAL

Name of researcher: David R. Clark

Name and degree of faculty adviser: Bernard M. Lall,
Ph.D.

Date completed: January 1983

Problem

The purpose of this study was to determine the perceived impact of collective bargaining on the functional role of the public high-school principal in Michigan. The study focused on the perceptions of practicing educators in Michigan. Perceptions were sought from superintendents, principals, and teachers in K-12 public school-districts.

Data Collection, Methods, and Procedures

Data were collected by means of a mailed questionnaire from a sample of the 529 K-12 public-school districts in Michigan. Power analysis helped determine that 106 school districts were needed to have a significant study. Replies were received from 100 of the 106 districts for a return rate of approximately 94 percent. The survey was completed in June 1982. The data were analyzed by use of a computer to determine statistical significance. The chi-square test of analysis was used to determine statistical significance.

Major Findings

There is a significant difference among the perceptions of superintendents, principals, and teachers on the perceived impact of collective bargaining on the functional role of the public high-school principal in Michigan.

The superintendents perceived three (Instructional, Personnel, and Pupil services) of the five subcomponent roles to be statistically significant. The principals perceived one (Pupil services) of the five subcomponent roles to be statistically significant. The teachers perceived two (Instructional and Professional relations) of the five subcomponent roles to be statistically significant.

All responding groups perceived the Community relations role to be statistically nonsignificant.

The sponsorship of extracurricular activities was the item perceived as most affected by collective bargaining.

Conclusions

Superintendents and teachers perceived the impact of collective bargaining on the principal to be greater than did the principals. The greatest impact was made on the Personnel role. The least impact was made on the Community-relations role.

It appeared that the effect of contract implementation was considerable. Analyzation of questionnaire items showed the superintendent-principal group to be the most alike in their perceptions. Further analyzation showed the principal-teacher group to be the least alike in their perceptions. The most change was perceived by the superintendents. The least change was perceived by the principals.

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CHAPTER I

INTRODUCTION

In Michigan, the right for public employees to collectively bargain with their employers was established in 1965 when the legislature passed Public Act 379. A significant result of this legislative act has been a redefinition of the relationships among boards of education, superintendents, administrators, and teachers in the public-education sector. This legislative act laid to rest the traditional role of administrators acting as the representatives for teachers to the board of education during the bargaining process. With the advent of collective bargaining, the teachers had a vehicle for representing themselves and their interests directly to the board of education.

Initially teacher negotiations directed its attention to salary and improving working conditions. As significant gains were established there, such functions of management as teacher assignments, pupil supervision, and teacher evaluation became the focus of their attention. As early as 1970 teacher-union spokesmen defined their ultimate goal as having control over the educational system (Neal, 1970).

It became readily apparent from the tone of teachers' demands and from the concessions made by the board at the negotiation table that the mid-management function in education had been changed forever. The principal became isolated in the bargaining process. Law prohibited him from working directly with teachers concerning negotiations while simultaneously he found himself unconsulted with respect to the board viewpoint on teacher contracts. Often the principal found himself administering a negotiated contract over which he had no voice, no influence, and no support.

Presently the question of control in education is in a state of flux. In particular, one has seen major swings in control that are attributed to the decline in school population, the economic health of the school system, and the strength of the teacher bargaining group. The perception of those in the educational milieu is a significant factor in the daily operation and control of the school system.

Statement of the problem

The primary question that this study addresses is: Is there a significant difference in the perceptions among superintendents, principals, and teachers of collective bargaining on the functional role of the public high-school principal in Michigan?

The question to be answered by this study focuses on the differences, if any, between theory and practice. The theory segment serves as a guideline to state what is expected of the principal. Citations of prior studies reflect what the function of the principal was prior to collective bargaining. Other studies are cited to document that collective bargaining has made a difference on the functional role of the high-school principal. The practice segment reflects the perceptions of superintendents, principals, and teachers to a questionnaire provided by the author. Research has documented the functional role of the principal before collective bargaining. This study proposes to determine the perceived differences, if any, among superintendents, principals, and teachers of the effect of collective bargaining on the principal.

Purpose of the study

Nielsen (1970) in his application of the Getzels-Guba model to the organizational effectiveness of the principal comes closest to stating the purpose of this survey:

One can deduce that a principal's organizational effectiveness depends directly on whether or not his own principal-role definitions are congruent to the role definitions of teachers, central office administrators, and principals. (Nielsen, 1970, p. 68)

In this study, principals are substituted for the board members studied by Nielsen.

Importance of the study

Leadership and direction can be effective only when role expectations are clearly stated. There is a need to know how the principal's roles as (1) instructional leader, (2) personnel manager, (3) professional relations head, (4) community and community-relations liaison, and (5) pupil-services moderator are perceived by superintendents, principals, and teachers if one is to determine accurately the control of these functions that remains with the principal throughout the implementation and maintenance of the teachers' contract.

Theoretical framework

Theory herein serves as a guideline to determine what actually happens to the principal's functional role vis-a-vis collective bargaining. Studies cite what the role of the principal has been historically, how it has evolved to reflect the student population, and how the role has broadened to meet new needs. Also documentation is given to show how the principal's role is fragmented, to compare education and industry as authority structures, to show how decision making has been altered and how conflict is being addressed. The demands made on the administrator's time are well known. The result

often is that only the most pressing demands are met. Finally, attention is given to the power struggle inherent to collective bargaining and a modest effort is given as a possible topic for future research.

In the present research the impact of collective bargaining on the functioning of the high-school principal is studied. The impact is assessed via a questionnaire given to participating educators. The results are then analyzed to determine if there are differences within this group of educators, to determine if there is a difference between theory and practice, and to project these findings to current and future practice. The responses to the questionnaire are analyzed in chapter IV and discussed in chapter V of this study.

The school principalship has been viewed as having two origins, both of which are essential to understanding the current status of the building administrator. Cullers (1976) describes the principal as having developed from the teaching staff. Principals are almost universally former teachers who have their frame of reference in the teacher's orientation to education. They have more directly come out of labor than management. On the other hand, Redfern (1969) has described the principal as an extension of the administrative arm of the school.

In operational terms, the principal has implemented administrative policies at the local school

level; he has interpreted the objectives and purposes of the school system; and, he has expedited and coordinated the ongoing program of the educational enterprise. (p. 51)

Often the adherence to the administrative duties surpasses all other responsibilities. In support of Redfern's position, a National Association of Secondary School Principal's survey showed that 71 percent of the educators surveyed believed that "school administration as practiced today does qualify as a profession as distinguished from teaching as a profession" (Moore, 1978, p. 37).

The scope of the senior high-school principal's role has evolved in parallel fashion with the growth of schools. The doubling of high-school enrollments during every decade between 1890 and 1960 for a total increase of study enrollment of 1400 percent compared to a 90 percent increase in the population, has broadened the range of students involved in public education and the subsequent demands upon school administration (Douglass, 1965, p. 539). The rapid growth of student-group activities has served to greatly expand the scope of administration to hours of the day other than class-time hours and to locations beyond the boundaries of the school yard. The broadening of the curriculum by the offering of many electives and the tendency of the high school to view its purpose as more than just preparing students for

further education also resulted in an increase in the duties and responsibilities of the high-school principal.

As the size of the student body has increased in local schools, so has the number of staff members in each building. Concurrent with the growing number of staff has been an increasing need for the principal to expand his role in personnel selection, professional relations, school community, and pupil services in addition to the instructional role.

There are two concerns in the literature which arise from the continual broadening of the principal's duties. Owens (1970) points out that "the pressures of school administration today are so great that it is difficult to find time to do more than the most pressing things" (p. 137). This generally is due to the fact that the principal is held responsible for all of the activities that take place in the building in which he serves. Popper (1971) has written that the scope of the job has become so large that "all an administrator has going for him is the mediating judgment of his controlled experience" (p. 45).

The other concern is that the broadening of the scope of administrative duties is causing a division in the principal's perspective. Casburn (1976) cites that the principal has to be attentive to the business tasks of the school, the supervision of subordinates, the

balancing of budgets, and the growing bureaucratic structure that accompanies expanding institutions. The principal must be mindful that the sociological setting of the school requires high staff morale, a sense of individual worth and a semblance of shared decision making (p. 63).

Some writers have analyzed the titles that are given to administrators or the use of key words which describe the demands placed upon the administrator as a method of describing the role of administration. Kellams' (1979) list of key words, beginning in 1949, is a sample of this type of description:

Teacher, instructional leader, democratic leader, statesman, manager, group dynamics leader, philosopher, disciplinarian, public relator, good communicator, politician, technician, decision maker, curriculum designer, data processor, facilitator, human relator, conceptualizer, stimulator, bargainer, legal expert, systems analyzer, drug expert, racial integrator, and change agent.
(p. 95).

Austin and Collins (1956) studied what principals do and enumerated their daily duties as follows:

1. Organizing, managing, and coordinating the various components of the school;
2. improving curriculum and teaching;
3. gaining the confidence and support of the staff members;
4. winning the respect and approval of the students;
5. enlisting support and cooperation of the community;

6. delegating authority and responsibility;
7. increasing his professional competence;
8. participating in community affairs;
9. making policies and decisions;
10. working with higher administration; and
11. executing policies and decisions. (p. 109)

In order for principals to attempt the above tasks, an understanding of their base of authority must be established between principals and their subordinates. The basis for this understanding may be traditional in the subordinate's knowledge that the principal is the designated official of the superintendent with the approval of the board of education. As the administrative heads of their schools, principals act on the behalf of their superiors.

Within the framework of the principal's authoritative role are various controls that can be used in working with subordinates. These range from coercive to utilitarian to normative (Etzioni, 1964, p. 59). For the high-school principal, examples of these tools would be recommendations for promotion, for salary increase, and recommendations for seniority and for dismissal (Heald & Moore, 1963), p. 136).

The advent of collective bargaining in education as a method of describing the working relationships between employee and employer came as a major change in

the decision-making practices of pre-collective bargaining.

In America, policies affecting the school have traditionally been made by the board of education. Generally, these policies have been made upon the recommendation of the superintendent who may or may not have involved teachers, principals, or others. Collective negotiations substitutes for this procedure bargaining sessions wherein representatives of the local teacher's group sit across from representatives of the board of education, as peers, and hammer out all policy matters of "mutual concern" with provision for arbitration or compromise. (King, 1969, p. 136)

A rationale for why collective bargaining has supplemented traditional decision making by the board of education and school administrators is a much discussed and extensively researched topic. Most of the findings that have been implemented have dealt with the composition of the organizations.

In analyzing the nature of organizations and the contributors to conflict with organizations, Thompson found that the specialization of personnel, the functional divisions of labor and resources, and the hierarchical conflicts resulting from interest groups struggling over the allocation of rewards, status, prestige, and monetary returns are causes of inner-organizational conflicts (Corwin, 1970), p. 443).

King's analysis of the evolution of collective bargaining, particularly in urban areas, led him to hypothesize that collective bargaining is the result of:

1. A distressing feeling of anonymity among urban teachers.
2. A local conservatism which makes taxpayers recalcitrant in providing school support.
3. An increase in the number of teachers from labor-oriented families.
4. A resentment on the part of today's well-trained teachers chafing under administrative practices geared to the "normal school" era.
5. A national acceptance of the philosophy that each employee group has the right to negotiate with his employer regarding the terms of his employment. (King, 1970, p. 137)

A study by the Educational Research and Development Council assessed the applicability of collective bargaining to an employee group and listed criteria which would determine the economic efficiency of bargaining for that group. They concluded that, because teachers are immediately irreplaceable and are critically essential to the operation of the school, the cost to the school board of labor disagreement would be greater than the cost of agreement, and, because teachers as a group at-large are aware of these three conditions, collective bargaining is an economically efficient method for the teachers to share in decision making with the school district (Educational Research, 1967), p. 1).

From the organization's point of view, Alutto and Belesco (1976) wrote that among reasons for boards of education to employ collective bargaining are to grant teacher satisfaction for an increase in their

participation in the district's organizational life, the combating of conflict between the teacher's professional aspirations and the bureaucratically operated school district, and the achievement of desirable organizational outcomes through the increased participation of teachers in decision making (p. 63).

Within the context of collective bargaining is the theory that equilibrium between labor and management can be reached. In support of this theory, Barnard described equilibrium as "the balancing of burdens by satisfaction which results in continuance of both the individual and the organization in the mutual relationship" (Barnard, 1938, p. 55). This equilibrium is possible when two conditions or assumptions exist. One, employees derive more satisfaction from successfully carrying out decisions that they have participated in making than in carrying out decisions in which they did not participate (Johnson & Weiss, 1971, p. 32). Second, the school district is able to allocate its resources and share its decision making in a manner acceptable to its employees. This second assumption is tied to the corollary that there are enough resources to meet the desires of the employees and still meet the organizational objectives of the district.

Documentation has been provided to substantiate that collective bargaining has broadened the scope of

the administrative task. The nature of collective bargaining often allows only time to do the most pressing things. The power to make and implement decisions has changed from a unilateral action taken by the Board of Education to a cooperative effort by spokesmen from the respective bargaining groups. Further documentation has shown that collective bargaining helps to establish equilibrium between labor and management. Bargaining addresses the desires of employees and the organizational objectives of the school district.

The bargaining process is often seen as a struggle between labor and management to control the educational process. Management is viewed as attempting to maintain control while labor is pictured as trying to wrest control away from management. Cynics are fond of noting that the students are seldom mentioned. Proposals and counterproposals are exchanged until agreement is reached. The role of the principal in this process is often that of a silent observer on the administrative team. Occasionally he is asked for information that is unique to him or within an area of his expertise. Otherwise, as a matter of practice, he remains silent and invisible. The result of this exclusionary practice is indifference and/or frustration for the principal. Flowing from this is a tendency for the principal to act in one of two ways: (1) his actions are to remain

unattached and uninvolved because this process is tantamount to policy formation, which is the exclusive domain of the Board of Education and thus separate from his ability to alter; (2) his actions are to treat the new contract as a line item in his job description thus providing him with no incentive outside what is in print.

Most administrators are positive thinkers. They believe that a new contract, with their input included, results in an improved setting. Thus they believe that they should get involved in the process to acquire some "ownership" as a team member and as one whose future is being determined at the bargaining table. The issue of involvement has been addressed by some who feel disenchanted by the system and as a result have formed administrative bargaining units. McConnell (1973) addressed this practice. Among administrators who are a part of their own bargaining unit McConnell detected a willingness to fight at the bargaining table for better contracts for all negotiating parties.

A proposed theory that needs investigation is the active involvement of all principals in the bargaining process. Participation would include having an active part in the formulation of the management view as well as being a member of the team at the bargaining table. Thus principals would be utilized during the formation of the contract rather than only afterward.

This is not a new idea, but its implementation would be. The benefits of full principal participation would be to increase management unity, to lessen the feeling of isolation, and to gain participation from the segment of educators who implement the contract. It is the contention that full principal participation in the bargaining process would reap rewards far in excess of any perceived risk taken by the Board of Education.

Delimitations

This study was confined to public high-school districts in the state of Michigan. Private and parochial schools were not included.

This study does not include members of boards of education nor representatives of the teacher unions.

This study does not include data reflecting changes brought about by expanded administrative team participation.

Definitions

The following definitions for specialized terminology were used in this study:

Administrators: Administrative head of a school building or complex to which students in any or all grades, 5 through 12 exclusively, are assigned.

Bargaining unit: Those certified staff members who have joined together to negotiate over the terms of

the master teaching agreement.

Collateral privileges: The use of school facilities, e.g., school mail service, faculty mailboxes, school bulletin boards, and school facilities for meetings, for teachers and administrative use. (See Memphis American Federation of Teachers v. Board of Education, 1976.)

Collective bargaining: Negotiation between an employer and union representatives usually on wages, hours, and working conditions.

Functional: The action for which a person or thing is specially fitted.

Functional role: The character assigned or assumed by the principal in a specific setting, the working mode of operation of the principal which includes but is not limited to the following: instructional leader; personnel manager; professional relations liaison; school and community spokesman; and pupil services moderator.

Influence: The act or power of producing an effect without apparent exertion of force or direct exercise of command.

Mill: One-thousandth (.001) of \$1 or the amount of tax required to produce \$1 per \$1,000 of state equalized valuation (S.E.V.).

Perceived: To attain awareness or

understanding; to observe; to obtain a new understanding (to have become aware that a change had resulted from the imposition of collective bargaining).

Role: A character assigned or assumed.

State Equalized Valuation (S.E.V.): The measure or amount of property value or tax base as calculated by the State Tax Commission. The Michigan Constitution presently limits the tax levy on property to no more than 50 percent of true cash value.

Support staff. Non-certified secretaries to administrators. This definition resulted from all other support staff groups being a part of a collective bargaining unit. Only non-certified secretaries were absent from a bargaining unit.

Trade bait: A tactic used during the beginning sessions of negotiations that has each side "padding" its proposal. Items from the "padded" section are later traded to allow both parties to show that they have given away something from the original proposal in order to reach a settlement.

Summary and organization of the study

In chapter I an introduction was given to the problem of the changed status of the principal's role as a result of contract negotiations between teacher's unions and boards of education. A statement was given

concerning the desirability and importance of determining clearly defined role expectations of the principal. The theoretical framework for negotiations as they affect administrative functions of the principal was examined, delimitations were stated, and definitions of specialized terminology for this study were presented.

Chapter II presents a review of the literature concerning the historical background of teacher negotiations, the impact of collective bargaining on the administrative role, and examination of pertinent research in educational collective bargaining.

Chapter III presents the design of the study including methodology. The data-collection process along with the analysis which was done are described in some detail.

Chapter IV is a presentation of the data and the results of the statistical procedures. In chapter V conclusions are drawn from the data presented and recommendations are made for further study.

CHAPTER II

REVIEW OF THE LITERATURE

The first section of chapter II presents a brief look at the historical and legal background of teacher negotiations. Secondly, the negotiations setting in the state of Michigan is examined, the negotiations process is outlined, the impact of collective bargaining on the administrative role is given, and research in negotiations is discussed.

Historical and legal background

During the first third of this century, political reformists attempted to unveil ward politics and to secure power away from the patronage system. Three important school reforms were sought: (1) removal of schools from the world of politics; (2) professionalization of education, with authority centered at the top of the school hierarchy; and (3) reorganization of boards of education (Cheng, 1981, p. 12).

The implementation of these reforms tended to remove the working-class person from board participation. Board membership in turn shared a value system which stressed a descending form of government. Teachers

found themselves excluded from the political realm of decision making. The result of this political reform is accurately stated by Laurence Iannacone (1977) as he describes the first revolution in political education:

The reform doctrine is a thorough going apologia for powers of the strong administrative state, especially in its belief in the neutral competence of the professional. Given the doctrine of neutral competency and the increased training of educators, it was inevitable that school administrators acquire greater control over the political system. (p. 283)

The result of this political reform was a subservient role for teachers. Compounding this issue was the management orientation of boards and the social make-up of its membership. Teachers were unable to realize their goals. A challenge was mounted by teachers against the "omnipotent board." For nearly thirty years this challenge was often feeble and prone to ebbs and flows of success.

During the war years politics at its most insidious level deterred the strength of teacher unions. The threat, real or imagined, of communist influence in education wracked the organization of teachers and was the springboard from which in the late 1920s and early 1940s three locals were expelled from the American Federation of Teachers (Cheng, 1981, p. 17).

The development of unionization of employee groups in the United States followed historically three

steps (Tyler, 1976, p. 15). First, between 1900 and 1930, the focus of unionization was on the organization of skilled craftsmen. Second, between the mid-1920s and the mid-1950s the focus moved to groups of semi- and unskilled workers in manufacturing; and, third, beginning in the mid-1960s, unionization entered the area of the white-collar and service-related employees that had been widely found in the public sector. Today approximately 15 million workers are employed by governmental jobs. This approaches 20 percent of the work force. Today labor unions are formed everywhere. Some 80 percent of all teachers at the elementary and secondary levels of public education are members of a bargaining unit.

In 1932, passage of the Norris-LaGuardia Act reflected a *laissez-faire* philosophy on the part of the federal government concerning employment relations in the private sector. The main effect of this act was to deprive the federal courts of jurisdiction in most labor disputes (Lieberman & Moskow, 1966, p. 66).

In 1933, the Congress passed the National Industrial Recovery Act (NIRA), also known as the Wagner Act--after its author Senator Robert Wagner of New York, in an effort to cope with the Great Depression. Section 7(a) of the Act included an endorsement of collective bargaining, but it contained no effective penalties for

noncompliance. The National Labor Board, established to settle disputes, had little effect because it had no authority to penalize employers for unfair labor practices (Northrup & Bloom, 1963, pp. 46-47).

According to Lieberman and Moskow (1966), governmental neutrality could no longer exist because of the disparity of power between employee and employer. Congress considered it necessary to limit employers' rights to oppose the employees' organization into bargaining units. The Wagner Act strongly encouraged collective bargaining and constituted a fundamental turning point in public policy concerning labor relations. Many of the rights accorded employees under the Wagner Act were not new legally; however, this Act provided enforcement of the employee rights by appropriate administrative measures and legal sanctions. Another area of controversy settled was that of right to representation. Election of employee representation replaced the strike as a device for gaining recognition by the employee (pp. 68-70).

By 1947 the public attitude and that of Congress toward unions had changed considerably. There had developed a widespread concern that the balance of power had swung too far in the unions' favor. As a result of this public concern, Congress passed the Taft-Hartley Act in June 1947, which, along with other provisions limiting

union influence, guaranteed employees the right to refrain from union participation. The Taft-Hartley Act was designed to protect the individual employee and union member from certain union practices and to shift the balance of power between union and employer to a more equitable division of power.

The Wagner Act and the Taft-Hartley Act apply to individuals and organizations associated with interstate commerce. Since school boards are subdivisions of state government, school employees are employees of a political subdivision of the state. Consequently, school employees are excluded from the coverage of this Federal legislation. However, the development of collective bargaining in the private sector has had a significant influence on bargaining in the public sector.

The idea that public employees should have the same rights to bargain for their wages, hours, and working conditions as those in the private sector, has just recently become an accepted fact. Probably the greatest stimulant for the formation of public employee bargaining resulted from Executive Order 10988, issued by President Kennedy on January 17, 1962. This order was a result of the report of a special task force appointed to study and make recommendations with regard to employee-management relationships in the federal service.

According to William B. Voslou (1966), this

order was the first government-wide official policy on collective employee representation. It spelled out clearly the right of employees to organize, to have their organization accorded official recognition, and, under specific conditions, to negotiate agreements with agency management on working conditions (p. 2).

In 1960 not one state had authorized collective negotiations in public education by statute. Because of Executive Order 10988 and the subsequent press by public employee groups to be recognized for bargaining purposes, collective bargaining began to arrive and state legislatures began the process of legalizing public negotiations by passage of acts defining the relationship of employee organizations to school boards (Shils & Whittier, 1968, p. 93).

In 1961 the United Federation of Teachers and the Board of Education of New York City elected to collectively bargain their working agreement. This followed the enactment of Executive Order No. 49 by the city government of New York City which recognized the right of local, public employees to collectively bargain with their employers (Stinnett, Kleinman, & Ware, 1966, p. 1). President Kennedy's Executive Order 10988 of 1962, and President Nixon's Executive Order 11491 of 1969 recognized the right of employees in the private and certain public sectors to organize for purposes of

bargaining (Tyler, 1976, p. 19).

In 1962 strength was added to the employee-employer bargaining function when the National Education Association adopted a resolution asking boards of education to voluntarily develop negotiated agreements with teacher groups (Houts, 1969, p. 129). Collective bargaining changed the decision-making pattern from one that was managerially decided to one that would become multi-laterally decided (Cubberly, 1923, p. 6). The entire "top-down" scheme of decision making from state legislature, to local school board, to the superintendent and building principals had now been altered (Minney, 1970, p. 6).

The result has been a questioning of authority and control. This has led to non-educators assuming a larger role in decision making. School-board members responding to a survey of members from across the nation revealed that they view collective bargaining as their number one problem (Newby, 1977, p. 24).

The negative impact of negotiations can best be measured by the increase in the number of work stoppages in the last quarter century. From 1956 to 1966 there were thirty-five work stoppages. During the 1967-68 school year alone this figure moved to 114, while in 1968-69 the number grew to 140 (Hellriegel, French, & Preston, 1976, p. 215). Now a backlash has hit the

educational decision maker. Intervention from external sources is now the commonplace rather than the exception. These intervenors include labor people, citizen-groups, and the court system both at the state and federal levels (Kerchner, 1979, p. 182).

Despite the trend toward organization, no legislation has been passed by the Congress to govern collective bargaining. The fifty states have developed diverse ways of handling this problem. This patchwork approach has spawned support for a federal law governing the labor relations of state and local employees. Opponents of such law argue that it would be unconstitutional, based on a 1976 decision of the United States Supreme Court. In National League of Cities v. Usery, the Court held that Congress had exceeded its authority in 1974 when it extended the minimum wage and maximum hour provisions of the Fair Labor Standards Act to state and local governmental workers. Several bills attempting to establish federal standards for state and local collective bargaining have been introduced in Congress, but none has been enacted to date (Flygare, 1977, p. 17).

Allowing teachers to select an exclusive bargaining representative raises a number of legal problems. This selected representative normally carries the privilege of collateral privileges in addition to sitting at the bargaining table. These privileges resulted in a

lawsuit in Memphis, Tennessee, in 1976. Some 90 percent of the system's teachers belonged to the Memphis Education Association (MEA) which was also considered the exclusive bargaining representative. The Memphis Education Association offered privileges that included the school mail service, faculty mailboxes, school bulletin boards, and school facilities for meetings. The Memphis American Federation of Teachers (MAFT), with some 5 percent of the teachers, sought the same privileges but were denied. The MAFT filed suit alleging that the school board's refusal was an abridgment of the MAFT's freedom of speech as well as denial of equal protection. The federal district court rejected the freedom-of-speech claim but held for the MAFT in the matter of denial of equal protection. The school board appealed to the U. S. Court of Appeals, Sixth Circuit, which reversed the lower court. The Circuit Court found that the school board needed only a rational basis to justify the denial of collateral privileges to the MAFT. Further, the Circuit Court found in Memphis American Federation of Teachers v. Board of Education (1976) the school board's desire to promote labor peace by providing school facilities and services to the exclusive bargaining representative to be rational. Similar suits have had like results in Colorado, Connecticut, and Delaware (Flygare, 1977, p. 10).

However, in 1976 the U. S. Supreme Court was not in agreement with the "labor peace" argument. In Madison, Wisconsin, Madison Teachers, Inc. (MTI), was the exclusive bargaining representative for the teachers there. The MTI proposed an "agency fee" payment by all teachers equal to the dues paid by MTI members. Mr. Al Holmquist, a nonunion teacher, opposed this plan and urged that the board delay acceptance of the agency fees for a year pending the findings of an objective panel. Holmquist spoke to the Board of Education at a formal meeting. The MTI filed an unfair labor practice with the state alleging that Holmquist violated their rights as the exclusive bargaining representative. Ultimately the case came before the U. S. Supreme Court (Flygare, 1977, p. 11).

The court did not find that Holmquist was a danger to labor peace. They held that the facts did not prove that any substantial danger existed. Further, they held that Holmquist was not in "negotiation" with the board. Holmquist did not present himself as a representative of a group that authorized him to bargain. Thus, Holmquist's speech did not materially interfere with MTI's exclusive right to enter the bargaining agreement with the board.

Teacher unionism and advocacy of their respective rights grew as a result of enabling legislation, a

scarcity of qualified teachers, increased student enrollment, low wages, and national economic growth. The MEA reported significant growth as a result of these factors. The balance of power teetered between the unions and the boards during the 1970s. During the early 1970s the unions held sway. The fulcrum was the mid-1970s. The ebb and flow has somewhat subsided since the late 1970s with the boards regaining the upper hand. This shift can be attributed to the counter trend that earlier led to union success: declining enrollment, overabundance of teachers, an inflationary period, sophisticated negotiators hired to represent the board, and the trend toward a taxpayers' revolt against property taxes to support schools (Flygare, 1977, p. 10).

In education, where the rivalry among teacher unions is often fierce, the impact of this case may be dramatic. The argument of "labor peace" is no longer held paramount. Thus, even in states such as Wisconsin that provide for certification of exclusive bargaining representatives, nonunion employees have a constitutional right to address management on issues currently being negotiated (Flygare, 1977, p. 12).

Negotiations Setting in Michigan

In the state of Michigan, the Hutchinson Act of 1947 set the guidelines, statutes, and machinery for

collective bargaining in the private sector and public utilities. Public Act 379, passed in 1965, amended the Hutchinson Act and extended the rights of public employers to recognize employee bargaining units and to enter into collective negotiations at the request of a duly organized unit.

The result of Act 379 in Michigan was an immediate response by public employees, particularly in public schools, to organize. According to a Michigan State Labor Mediation Board report, approximately 99 percent of the public education employers voted to organize collective bargaining units subsequent to passage of Public Act 379. This number was reportedly double the vote for the private employment sector of the working population (Piasasski, 1966).

The question of unit determination and community of interest quickly became an issue in Michigan, as it did in other states following the enactment of public employee bargaining legislation. The most difficult question, according to Liberman (1966), was the inclusion or exclusion of various levels of administrative personnel. This was in no way an unexpected hurdle, as unit determinations outside education are also characterized by such controversy.

Until the enactment of Public Law 379 in Michigan in 1965, over 85 percent of all teachers' organizations

included administrators as members (Flygare, 1977, p. 17). Sections 9 and 11 of this Act gave public employees the right to organize for purposes of collective bargaining wages, hours, and conditions of employment. Also in 1965 Governor George Romney signed a revision of the Michigan Public Employment Relations Act giving public employees, primarily at the local level, the right to organize and to bargain collectively. This was an area of contest between the American Federation of Teachers, which barred administrators from membership, and the National Education Association where administrators were not only included but were allowed to exercise power far in excess of their proportionate numbers.

Noninstructional personnel are primarily made up of support staff and administrators. The reason most often cited for their being excluded from the bargaining unit involves their supervisory function where they are responsible to the board to see that teachers perform their duties. Another reason given for their exclusion is the evaluation function to determine if instructional objectives are being met. Also, in the event of a strike, administrators are often expected to fulfill teachers' duties, teach classes, monitor the school, and even coach.

For a variety of reasons, many administrators

reject this notion of exclusion from bargaining. As a result, in July of 1976, the American Federation of School Administrators (AFSA) of the AFL-CIO was created. Over 90 percent of all administrator-local unions are in seven states: Connecticut, Massachusetts, Michigan, Minnesota, New Jersey, New York, and Washington (Flygare, 1977, p. 18).

The support staff caused problems as they proliferated. All custodians, bus drivers, food service technology workers, secretaries, and skilled tradesmen wanted to bargain separately. This diverted attention away from education and caused formation of splinter groups. The common practice has been to lump the non-professional employees into one collective bargaining group.

It is evident that bargaining cannot violate constitutional principle. In Michigan this point was established in applying the decision of the U. S. Supreme Court (Cleveland Board of Education v. La Fleur, 1974) where the teachers' union agreed to a contract requiring women teachers to leave without pay for four months following childbirth. This requirement was contrary to the findings in the LaFleur case that stated that delayed-reemployment provisions were unconstitutional unless they were linked to the actual incapacity of the teacher (Flygare, 1977, p. 24).

In Massachusetts, Michigan, and Wisconsin, unit determinations are made by the state-labor relations boards. The Wisconsin Employment Relations Board (WERB) has included teaching principals in a negotiating unit of classroom teachers if the principal is involved in teaching 50 percent of his time. Principals, assistant principals, and other administrative and advisory personnel were excluded from bargaining units of classroom teachers.

School-board determinations vary widely. In some instances, superintendents have been included in the bargaining unit when the determination was made by the school board. However, such rulings have since been superseded by law. Where outside sources such as labor relations experts and attorneys have been used by school boards, determinations have usually excluded administrative personnel in teachers' bargaining units.

In Michigan, the Public Employment Relations Act (PERA) does not specifically exclude individuals employed as executives or supervisors from its coverage. Section 2(e) of the Labor Relations and Mediation Act defines employee "but shall not include any individual employed as an executive or supervisor" (Research Committee of Michigan, 1971, p. 1).

The question of the legality of school administrators in Michigan organizing to bargain centered

around the relationship of the Labor Relations and Mediation Act as it relates to the Public Employment Relations Act. Those who opposed administrative bargaining maintained that when the two acts are read in conjunction, administrative bargaining is clearly prohibited.

The conflict emerges from the relationship of section 13 of the Public Employment Relations Act and section 9(e) of Labor Relations and Mediation Act.

Section 13 (PERA) provides in part:

The board shall decide in each case, in order to insure public employees the full benefit of their right to self-organization, to collective bargaining and otherwise to effectuate the policies of this act, the unit appropriate for the purposes of collective bargaining as provided in Section 9 of Act 176 of the Public Acts of 1939. (Research Committee, 1971, p. 1)

Section 9(e) of the Labor Relations and Mediation Act provides in part:

The board, after consultation with the parties, shall determine such bargaining unit as will best secure to the employees their right of collective bargaining. The unit shall be either the employees of one employer employed in one plant or business enterprise within this state not holding executive or supervisory positions, or a craft unit, or a plant unit, or a subdivision of the foregoing units. (Research Committee, 1971, p. 2).

It is the express incorporation of section 9(e) of the Labor Relations and Mediation Act into the Public Employment Relations Act which caused the conflict.

The Saginaw County Road Commission, 1967 Labor Opinion 196, first dealt with the issue of the right of

supervisory personnel in the public sector to bargain. The Michigan Labor Mediation Board held that a bargaining unit of foremen employed by the Saginaw County Road Commission was an appropriate collective bargaining unit entitled to all benefits provided by the Public Employees Relations Act.

The issue of the right of school administrators to bargain collectively was tested when the Hillsdale Community Schools Principals and Supervisory Association (PSA) petitioned the Board for a recognition election for a unit composed of the following:

High school, junior high and elementary principals, curriculum coordinator, reading coordinator, ESSA coordinator, cooperative education coordinator, head librarian and physical education director; excluding teachers, superintendent, assistant superintendent, business manager, and all non-certified employees. (Research Committee, 1971, p. 4).

The Hillsdale Board of Education opposed the petition on the grounds that executive and supervisory personnel have no rights to collectively bargain under the Public Employee Relations Act; the proposed unit was inappropriate because the principals supervised the staff specialists in the proposed unit; and since the Principals and Supervisory Association was affiliated with the Michigan Education Association (MEA), it would be an inappropriate unit because the parent organization (MEA) represents the teachers. The Labor Mediation

Board upheld the earlier Saginaw County Road Commission decision, granting exclusive representation to the Principals Supervisory Association. The Labor Mediation Board held that there existed a sufficient community of interest between staff specialists and the principals to constitute a bargaining unit.

This case was appealed to the Michigan Court of Appeals. The Appeals Court affirmed the Labor Mediation Board's earlier decision allowing public supervisory employees to bargain collectively.

Legal structure is often the cause of many entanglements that snare those involved in bargaining. Nationally known legal authorities frequently comment on this issue. While the legal structure is pellucid to those who are trained for it, the majority find a personal reference a necessity.

Chester Nolte (1974), a well-known authority on school law, justified the right of courts to interfere with the local districts' actions regarding the discipline of teachers. He felt that courts would continue to get involved if school boards continued to violate teachers' legal rights of due process and just cause. Nolte felt that by insisting on dress codes or censoring books or expressions, the courts would take over as the policy makers in a school system (pp. 28-30).

Nolte (1974) cited the dismissal of teachers

without just cause as a misuse of power by boards of education. Some unjust causes which were noted included union activity, growing a beard, speaking out against school policy, or any violation of the First Amendment guaranteed rights. Courts under the Constitution will come to a teacher's aid for any conflict of law. Nolte concluded that school boards are not powerless to act in matters of teacher accountability or in meeting minimal standards (p. 26).

The counterview of the omnipotent school board is, in fact, that teachers enjoy an advantage over their colleagues in the private sector. Lieberman (1977), citing the advantage of teachers' bargaining rights over the private sector, emphasized that teachers have had the right of due process even in absence of statutory provision or collective agreements because they have been and still are protected under the Federal Constitution. Basically, the collective bargaining agreement merely states that management does have the right to discipline for "just cause" or to establish reasonable rules of behavior (p. 36). Further, the grievance procedure and/or arbitration provisions negotiated create the "judicial system of the employment relationship" (Lieberman, p. 36).

The principal and teacher negotiations

Many of the collective bargaining demands of teachers can be satisfied only through gaining a share of the power now held by principals and other administrators. According to Epstein (1969), most negotiations in the first stage of development and most agreements which emerged from initial bargaining were concerned primarily or exclusively with salary problems and related compensation for teachers. They dealt with salaries, increments, medical and hospital insurance, rate of payment for extra assignments, and other monetary considerations. But the second and third generation of teacher negotiations and agreements were no longer so simple or narrow in scope. Agreements are now long and elaborate documents covering a wide range of items such as school funding procedures, staff recruitment, selection and placements, curriculum, supervision, evaluation, and sometimes even such intangible items as academic freedom. Such agreements have the obvious effect of diminishing administrative prerogative and determination--narrowing the range of the decision-making powers of administrators.

The thrust of teacher bargaining groups has been made clear by both the National Education Association (NEA) and the American Federation of Teachers (AFT). The 1968 summer issue of IDEA magazine, published by the

Kettering Foundation, carried parallel interviews with NEA spokesman, Allen West, and AFT president, Charles Cogen. West presented the NEA position as follows: "We take a position that everything that affects the quality of education is negotiable" (p. 14). He went on to state that teachers would no longer be satisfied with participation in policy and curriculum development through administration-selected teachers. Teachers would determine their own spokesmen as a result of bargaining. Cogen voiced a similar position for the AFT. He stated: "There is no limit to how far we'll go. We claim our jurisdiction is as extensive as the total area of education" (IDEA, Summer, 1968, p. 14).

In a speech before the Michigan Association of Secondary School Principals held in Detroit, December 1966, Benjamin Epstein said:

The entire relationship between principal and staff which has existed for many years is being changed. Principals have begun to be in conflict with superintendents and school boards, who they feel are too easily permitting too much of their (the principals') needed authority to be taken away from them during negotiations in which simultaneously their (the principals') responsibilities are being increased. (p. 5)

Epstein held that principals feel this conflict chiefly because they are excluded from the bargaining process even though the principals' functions and activities were constantly a topic of negotiations between the

board and teachers. He stated further:

When representatives of teacher organizations sit at the bargaining table with the superintendent and members of the board of education, a considerable portion of items they deal with impinge upon, and seriously affect the responsibilities, powers, decision making functions, and possibly almost every prerogative that principals have in relationship to the staffs they are required to supervise. (p. 6)

Shils and Whittier (1968) support Epstein's views on the influence of teacher bargaining on the principal's role, authority, and responsibility. They conclude the following:

Obviously, the principal's prerogatives have been under fire and gradually whittled down by teacher negotiations. Too many districts have ignored principals and have not permitted them to participate or even to be consulted during the process of negotiations. Often principals are the last to learn about what happened at the bargaining table. The teachers are better informed and drop into the principals' office and tell him about their new rights. Without adequate representations of the principals on the negotiation team, items are negotiated which might make it impossible for the principal to do his job. (p. 534)

Robert Luntz (1971) sees the principal's role in the communications network of the school system weakened by negotiations. His views are as follows:

The "leadership" role in the light of reality of the distribution of power among the teachers, school boards, and superintendents, and the prescribed role of the principal in the school bureaucracy, is an unrealistic one. Many teachers realize that, although their building principal functions in the formal organization as the communications link in the line between themselves and the central administration, they can more readily achieve their goals via the informal communications channels maintained among teacher

organization leaders, chief administrators, and board members. This is especially true in school districts where, in their rush to mollify teacher militancy, superintendents maintain an "open door" and board members an "open telephone line." In situations where blatant dysfunction of the formal organization exists, teachers perceive the principal as being in a position to provide only tentative decisions pending approval of higher-ups, at best. When such relationships exist, teachers soon find it more fruitful to by-pass the principal completely--or engage in a mock and/or courteous interaction (p. 29).

Taking the opposite viewpoint, Liberman and Moskow (1966) disagree that it is a goal of the teacher unions to assume management of school districts. They summarize their opinion as follows:

Many administrators and school boards have a fear that teachers want to "take over the system," and that collective negotiations are the opening wedge in this effort. Although there may be individual teachers or organization leaders who have this objective, this fear is usually not warranted.

To the extent that a teacher organization becomes involved in day-to-day administration, it is losing its reason for existence. The organization has a protective function. That is, it is supposed to ensure that certain administrative actions are performed equitably and efficiently. The organization cannot serve this protective function by assuming the administrative responsibilities itself. If it does, who is then available to ensure that the organization performs these actions in the desired manner? It is naive to contend that the teachers need an organization to protect them from the administration, but not from the organization when it exercises administrative functions. Actually, teachers may need protection from both the administration and the organization, a possibility which deserves more attention than it has received thus far.

In private employment, unions typically do not manage and do not want to manage. Where they do, the cause is weak and inefficient management more

often than it is power-hungry unions. One may question the relevance of private employment to public education, but for whatever value it has, experience in the private sector clearly indicates that employee organizations do not "take over" under collective negotiations. Given the additional obstacles involved, they are even less likely to do so in public education. (pp. 240-41)

The conflict caused principals by teacher negotiations is brought into focus by Allen and Schmidt (1966). They itemized seven areas of conflict directly related to teacher bargaining:

1. The principal has usually had the prerogative of making teacher assignments to special or honor classes; now this is negotiable.
2. The principal has usually been responsible for making teacher assignments to special or honors classes; now this is negotiable.
3. Grievance procedures can be used to reflect on a principal's ability to administer a school; too many grievances, poor administrative ability.
4. If a principal loses a grievance, how can he save face with his staff, with the superintendent, or with his board of education?
5. When the negotiations concern physical facilities and instructional materials in the school, who does the principal represent, teachers or board?
6. When the teacher agreement gives teachers the right to transfer, what is the position of the principal who sees requested transfers adversely affecting the school program?
7. What is the principal's position when he sees financial resources of the school being used to attract new teachers, at the expense of adequately compensating experienced teachers?
(p. 20)

Areas of conflict caused by teacher negotiations range from the principal's need to protect his rights, on the one hand, to continued representation of teachers' interests as they influence the instructional program, on the other.

According to Lieberman and Moskow (1966), collective negotiations by teachers do weaken the authority of line administrative personnel. It leads either to a more important role for certain staff or the exercise of line function by staff personnel. Prior to negotiations, there were only administrative limits on the principal's discretion. Afterwards, there are limits set by the agreement. In addition, appeals of the principal's decisions are no longer made only to another line administrator but may go to the staff person.

In a survey of building principals, Cunningham (1967) reported that principals perceived teacher negotiations as a search for power which would usurp the prerogatives of the building principal. He further stated that the spectre of two negotiating parties, neither one of which represents the principal, reaching accord by swapping such things as work rules that have been the principal's prerogatives until now, is a source of increased frustration, if not panic, for the building administrator. Interviews with principals from districts now negotiating contracts revealed as much

disillusionment and distrust with the superintendent's role as with the teachers' organization.

Because the result of teacher negotiations has such a direct bearing upon the authority and responsibilities of the building principal, the degree of the principal's involvement in the establishment of administrative and board-bargaining positions and the actual bargaining process has been the subject of many articles and much discussion.

Companion articles in the January 1967 issue of the Michigan Elementary Principal were entitled "The Principal--Negotiator or Observer?" (Van Sweden, 1967, p. 10) and "Principals on the Negotiating Team" (TenEyck, 1967, p. 11). The first article, authored by a board of education member, and the second, by a principal, agreed on the necessity of the principal's involvement in the preparation and process of negotiations on behalf of the board of education. This position was supported by David Sargent (1968), former chairman of Wellesley, Massachusetts, School Committee in an article he wrote for the Massachusetts Elementary School Principals' Association Journal. Sargent declared:

Thus for the sake of educational excellence, the principal must jump into the collective bargaining melee. But perhaps of more importance to himself, if he does not, if he insists on neutrality, he may find his job whittled away as the teachers' association on one hand and the school committee on the other take pieces of his

responsibility to themselves. Such a process could in time leave the principal the chief clerk of the building, responsible for non-education routine and recordkeeping only. (p. 14)

The result of collective bargaining on the building administrator has been a source of study for several doctoral studies. This has been noticeably the case in the public sector of education. The private sector has largely escaped the morass of bargained settlements at this writing. The results of several of these studies have identified the source of frustration for the public school administrator.

The results of these studies have been a source of irritation for the administrator, for they have confirmed the usually negative connotation associated with bargaining and the control of the educational process as seen by administrators. A broad review of these studies indicated that this was not universally the case. King in his 1969 study found that principals who had experience with a negotiated contract were not upset by what was negotiated into the contract or what had happened to their role as a result. Further he found that principals perceived themselves to have adequate authority and were willing to share decision-making with teachers. Additionally he found that the principals had become more democratic and objective in their personnel management role (p. 63). Both Peterson and Jacobsen found a

positive light in their studies. Peterson (1975) found that principals and teachers agreed that mutual decision making resulted in better administration (p. 80). He simultaneously found, however, that the teacher-principal rapport suffered (p. 82). Jacobsen (1978) found that collective bargaining resulted in a more consistent personnel practice. He also found that collective bargaining had not changed the relationship between principal and teacher (p. 89). However, he did note that collective bargaining redefined professional relations (p. 91).

From the perspective of the principal the results of collective bargaining are viewed primarily as neutral or negative. Usually the latter. Most doctoral studies support this view. Smith (1970) found that principals were unhappy about being ignored during the negotiating process, felt handicapped to meet their building responsibilities due to the increase in "policies and practices" (p. 74), and found that their relationship with the teachers had become more formal (p. 79). Hooks (1969) found that the biggest change was the contract now stipulated that the principal spend more time on "contract activities" (p. 106). Minney (1970) found that areas previously under the authority of the principal had become a part of the central office function. Among these were teacher dismissal,

determining class size, and assigning extracurricular activities (p. 84). Minney further found that principals and superintendents agree that negotiations are the cause of more alienation between principal and teacher (p. 87). Brandsttetter (1970) found that negotiations had begun an eroding process in the daily functioning of the principal. He found the following functions to have been "most affected": teacher evaluations, teacher transfer, daily teaching schedules, faculty meeting content and scheduling, extracurriculars, teacher committees, and finding someone to fill a class when no substitute was available (p. 114). Sixty-six percent of those surveyed by Brandsttetter said that with no contract they had the same freedom as they had enjoyed pre-1960 (p. 116), while 94 percent said that with a contract they had less freedom than they had enjoyed pre-1960 and that the negotiated contract was the reason for the loss of freedom (p. 117). Eiche (1971) found in his study that 50 percent of the principals felt "limited" by the contract in the areas of teacher transfer, teacher dismissal, in-service, and extracurriculars (p. 120). Thirty-four percent felt that they had been "expanded" in the areas of teacher evaluation, supervision of instruction, staff morale, and in-service (p. 126). Some 60 percent of the participants in Eiche's study perceived the teachers,

central office, and department heads to have gained authority as a result of negotiations while the principals were losing authority (p. 128). This same 60 percent felt that as a result there was a stronger rapport among administrators to combat this trend (p. 129).

The impact of collective bargaining on the administrator

Little has been written that accentuates the positive aspect of collective bargaining on the administrative role of the senior high-school principal. The existing literature notes that a redistribution of authority can lead to a positive result. Randles (1969) claimed that the existence of a working agreement caused principals to be less arbitrary in their use of authority. Newby (1977) has stated that collective bargaining put decisions regarding the dismissal and promotion of teachers into the hands of the board of education and that this was a positive limitation upon the discretionary power of the principal.

Most of the literature reviewed featured the negative impact of collective bargaining on the functional role of the high-school principal. The negative attributes of this impact are either the result of an increase in the duties and responsibilities of the principal or the limitation or loss of authority by the

principal. A poll of two hundred principals by the National Society for the Study of Education found that 68 percent of the principals were less satisfied with their jobs at the present time than they had been five years earlier. This increased dissatisfaction was a result of federal and state program mandates and their accompanying red tape (Zakariya, 1979, p. 57). A study by Perry and Wildman (1962) supports this contention as they found that collective bargaining increased rather than decreased the duties of the high-school principal.

A survey by Nighswander and Klahn (1977) showed that the majority of the three hundred senior high-school principals surveyed believed that none of their thirteen listed functional roles had been strengthened as a result of collective bargaining. Of the thirteen roles, they believed that general decision making, personnel selection, retention and promotion, and budgeting had been weakened as a result of collective bargaining.

The research regarding the impact of collective bargaining on the senior high-school principal typically analyzes a single role of the principal. On a broader scope, Eiche (1971) analyzed the impact of collective bargaining on multiple functional roles of the principal at the high-school level. Eiche also found that the principal's role in school and community

relations was expanded by the contract, especially in times of labor disputes.

Peterson (1975) found that the principal's role in personnel management had been expanded by contract language which caused the principal to be more thorough, consistent, and democratic in staff-evaluation procedures.

In sum, those roles that total the administrators' livelihood have universally been affected by the advent of collective bargaining. What remains to be evaluated within the framework of this study is the relationship of the perceptions of teachers, principals, and superintendents to the five identified roles of the secondary public high-school principal in the state of Michigan.

The impact of collective bargaining on the administrative role

One area that has not thus far been mentioned is administrative bargaining. Here the administrator abandons his "middle man" role to fend for himself. In this case one finds that administrators assert themselves to regain some loses of power in their multiple roles. The irony of this process is that administrators single out salary and fringe benefits before all other concerns. Like a Kafka novel, the administrators

have become guilty of that which they accuse the teachers--money first and issues second. McConnell (1973) states it thus:

The greatest change, as a result of administrative bargaining, perceived by all categories of respondents related to the influence of principals on their salary and fringe benefits and their involvement in decisions which affect them. In terms of salary and benefits all respondent categories perceived this change to be in a highly positive direction while the responses to change in involvement in decisions affecting principals were less skewed to the positive direction.

One last interesting observation should be made. The involvement of principals in their own bargaining units does not significantly affect their individual input, either positively or negatively, into the board of education policies or positions for negotiations with other unions within the school district. Some authorities have suggested that the union activities of principals would reduce or eliminate their involvement in the bargaining strategy of the board of education. Such does not appear to be the case. (p. 87)

The amount of involvement of principals in negotiations remains a prime concern for researchers. Whether the high-school principal is in a "middle man" position or an active part of his own negotiations, the issue remains. The perceptions of those three groups (teachers, principals, and superintendents) remain at the heart of the issue. The work of Nielsen was mentioned earlier. Perhaps one should reflect on his point of the relationship between effectiveness and perceptions. This relationship is the hub of this study.

Summary of the literature

This chapter was written to reflect the literature on teacher negotiations from the historical and legal points of view on the national scene. Attention was also focused on the state of Michigan, the negotiation process, the impact of collective bargaining, and research done in negotiation.

Historically, school reform dates back to the first third of the twentieth century. The reform came as a result of teachers' feeling of futility. This futility centered about the exclusion of teachers from the decision-making process. Running parallel in a time frame of the first thirty years of this century to the teachers' feeling of frustration was the unionization of skilled craftsmen. During this period the skilled craftsmen made significant gains in meeting their demands while teachers made minimal gains. The primary reason for the gains by craftsmen were their willingness to strike and their knowledge that they alone possessed skills critical to the needs of business.

The wellspring for acceptance of bargaining evolved from three separate pieces of federal legislation, the Norris-LaGuardia Act (which reflected a hands-off policy by the government in labor disputes), the National Industrial Recovery Act (which reflected the government's new willingness to help settle labor

disputes), and the Taft-Hartley Act (which reflected the right of the individual to refrain from union participation). These legislative acts served as a barometer of the times to reflect the thinking of the federal government on its willingness to play a role in labor disputes. In 1962, President John Kennedy issued Executive Order 10988. This order was a harbinger for the establishment of the right of governmental employees to bargain collectively. Seven years later President Richard Nixon issued Executive Order 11491 which further spelled out the rights of employees in the private and public sectors to organize for bargaining purposes. Despite the trend toward organization for bargaining purposes no national legislation presently exists to govern collective bargaining.

Enabling legislation for the purpose of collective bargaining in the state of Michigan dates to 1947 with the enactment of the Hutchinson Act. In 1965, with the passage of Public Act 379, public employees began to organize for purposes of collective negotiations. The impact was immediate and significant. In 1965 Governor George Romney signed legislation that revised the Michigan Public Employment Relations Act to allow public employees the right to organize and bargain collectively.

The question of administrator participation in

the collective bargaining unit has been a major issue in Michigan. A section of the Public Employment Relations Act is addressed to this issue. The Hillsdale court case established the legal right for administrators (middle management) to organize for purposes of collective bargaining.

During the nearly two decades since the enactment of Public Act 379, the principal has found his professional identity eroded, his power diminished, and his decision-making-implementation ability lessened. In part this is due to the view of teachers' organizations stating, "There is no limit to how far we'll go . . . ," to the lack of active participation in the bargaining process by middle management, i.e., administrators at the bargaining table, and to the focus being on the primary participants who are usually viewed as labor and management and not students or administrators. The question of administrator participation at the bargaining table is an area of discussion. The alternative is for the administrators to form their own bargaining unit.

The impact of collective bargaining on the principal is primarily debilitating as viewed by most administrators. However, Randles and Newby, in separate studies, found that with the advent of collective bargaining some administrators are less arbitrary in their

decision making, and some decisions that were a "no-win" situation for the administrator have been removed from his duties as a result of new contract language.

The potential for administrative bargaining remains. Whenever implemented this new "voice" seems to call attention to a third view. This view centers around the idea of implementing the policies and working conditions that are established at the bargaining table. Generally this group contends that their perceptions most closely reflect reality because of their unique position within the educational function.

CHAPTER III

DESIGN OF THE STUDY

This chapter addresses the mechanics of the study. Included is a description of the population of the study and the method used to determine and select a satisfactory random sample. A description of the survey instrument, how it was developed, who received it, how it was distributed, and how it was returned from the subjects in the sample are given. Some of the techniques employed to insure an adequate return of the questionnaires are outlined. Finally, there is a description of the various procedures used for analyzing the data and how the data are presented.

Type of research

This work was essentially a description of the perceptions of superintendents, principals, and teachers during the 1981-82 school year. Data were gathered by means of a questionnaire sent to the superintendent who selected a principal and teacher in the district as co-respondents. The superintendents were part of a randomly selected sample. This study described the

perceptions of superintendents, principals, and teachers as obtained from the random sample.

Population and sample

The population considered in this study was the superintendent, one high-school principal from each district, and one teacher from the high-school teaching staff of each of the 529 public-school districts in the state of Michigan. The population was limited to public, K-12, school districts. The Intermediate school districts were not included.

The representative sample that was used in this study was drawn from the 1982 Michigan Education Directory and Buyer's Guide published by the Michigan Department of Education and listing all K-12 school districts in Michigan. Each school district was assigned a number and randomized by computer. These numbers became the basis of the random selection.

The sample size of 106 was selected after performing a power analysis. Power is defined as the probability of getting a significant result if the null hypothesis of no correlation in the population is false. Rejection of the null hypothesis means that the alternative hypothesis is true to some nonzero degree:

The null hypothesis always means that the effect size is zero. . . . When the null hypothesis is false, it is false to some specific degree, i.e.,

the effect size (ES) is some specific nonzero value in the population. (Cohen, 1969, p. 1)

Cohen (1969) asserts that the four parameters of statistical inference (power, significance criterion, sample size, and effect size) are so related "that any one of them is a function of the other three, which means that when any three of them are fixed, the fourth is completely determined" (p. 14). In this study the desired power was set at .95, the significance criterion (alpha) was .05, and the sample size, $n = 106$. In dealing with the differences between population correlation coefficients, the effect size represents the "amount of change in the proportion of variance accounted for" (p. 110); the effect size is a function of the difference between two r-squares. The effect size was then determined to be .20 which means that there must be a 20 percent difference of variance accounted for from the null hypothesis in this study before the results may be considered to be statistically significant.

Instrumentation

The questionnaire used in this study was similar to that of Eiche (1971) wherein he studied the impact of negotiation of the personnel function of Indiana principals. The instrument in this study was an adaptation of Eiche (1971) in the areas of structure and categories

used as functions of principals. The five roles of Instructional, Personnel management, Pupil services, School and community relations, and Professional relations were chosen after studying materials from doctoral studies, current contracts in the state of Michigan, materials from the state Department of Education, the Michigan Association of Secondary School Principals, and the Berrien-Cass County Education Association. The materials showed that these five roles were present in all contracts. The supporting evidence was so prevalent as to make the inclusion of these five roles in the questionnaire obvious. Verification was established by referencing other studies, checking guidelines established by the university, and by initiating a pilot test. As a pilot test, the instrument used in this study was administered to two local superintendents, two staff members from the Michigan Association of Secondary School Principals, two local principals, three doctoral students at Andrews University, two educational consultants, and several professors of Educational Administration at Andrews University. In particular those involved in the pilot test were asked to comment on the validity and reliability of the questionnaire. Comments were elicited for construct validity. An answer was sought to determine if there was a relationship of the

test items to the corresponding behavior. Theory suggested that collective bargaining had altered the behavior of principals. The question became how to gather data to be subjected to empirical analysis. Then the task was to distinguish if there was a difference in perceptions among superintendents, principals, and teachers of the effect of collective bargaining on the principals. The question of reliability was addressed by focusing on two of its components. First the question of grouping was addressed. The education profession in Michigan was chosen as the grouping. Within this large group the three sub-groups of superintendents, principals, and teachers became the focus of study. Due to the diversity of training and present working conditions these separate groups were determined to be heterogeneous in their views of collective bargaining. The second facet of ability was addressed by assuring that the respondents were college graduates who were practicing educators in Michigan. Comments and suggestions from these individuals were considered and, where appropriate, included in the final draft of this instrument. These comments and suggestions secured a validation of the premises on which the instrument was constructed. Care was taken to keep the questionnaire sufficiently short so that it could be reproduced on two standard

8½ x 11 sheets of paper, yet of sufficient length to obtain the desired data.

The questionnaire was divided into two parts. Part I sought to obtain demographic data such as job title, years in current position, years in education, and highest educational degree held.

Part II contained questions on five components of the principal's role: Instructional, Personnel management, Pupil services, School and community relations, and Professional relations. The respondents were asked a varying number of questions on each of these roles. Their possible responses to these questions were "Role Expanded," "Role Limited," and "No Effect."

The resulting data were then analyzed to determine if there had been a perceived significant impact on the functional role of the Michigan public high-school principals as a result of collective bargaining.

Procedures

As previously stated, the sample was drawn from the 1982 edition of the Michigan Education Directory and Buyer's Guide. After the names had been selected, address labels were prepared, and the questionnaire was then mailed to the identified respondents for completion and return.

Method of analyzing the data

When the cut-off date for the return of the survey was reached, the data on the instrument were prepared for computer analysis. Code numbers were assigned to all the responses and this information was key punched and processed by the computer using chi-square mathematical procedure as described herein. The chi-square technique was applied to measure the impact of collective bargaining.

The chi-square is one of the simplest and yet most useful of statistical tests (Kerlinger, 1964, p. 166). The function of this statistical test is to compare the obtained results with those to be expected on the basis of chance. In the chi-square test of significance, the frequencies obtained (F_o) are compared with the frequencies expected (F_e). The chi-square is the measure of departure of the obtained frequency from the frequency expected by chance.

The values of chi-square range from zero, which indicates no departure obtained from the expected frequencies, through a large number of increasing values. The larger the chi-square is, the greater the obtained frequencies deviate from the expected chance frequencies. The degree of freedom used in the chi-square indicates the latitude of variations a statistical problem has.

In this study thirty-one tasks were placed in five component roles to comprise the functional role of the public-school principal. The five component parts were subjected to chi-square analysis to measure the impact of collective bargaining on the respective component role. The results of these separate analyses were compared to determine if there was a significant difference among the superintendents, principals, and teachers of the influence of collective bargaining on the functional role of the public high-school principal in Michigan.

Further, for the purposes of this study only it was decided that if the respondents perceived two or less of the component roles of the principal had been affected, then it was stated that collective bargaining has not had a significant impact on the functional role of the public high-school principal in Michigan.

The .05 level of significance was selected for this study, which means that there are five chances in one hundred that the null hypothesis might be rejected when it is actually true.

Specific null hypothesis
advanced and tested

There is no significant difference in the perceptions among superintendents, principals, and

teachers of the impact of collective bargaining upon the functional role of the public high-school principal in Michigan.

Summary

Chapter III described the mechanics of the study, the type of research to be done, the population and sample from which the perceptions were sought. A detailed description of power and the rationale for the rejection of the null hypothesis were given.

The instrumentation for this study was included in this chapter. Its history, field testing, and composition were discussed. The procedure for acceptance or rejection of the stated null hypothesis were given. The chi-square method of analysis was employed to determine if there was a significant relationship of the perceived impact of collective bargaining to the functional role of the public high-school principal in Michigan.

CHAPTER IV

ANALYSIS OF DATA

This study was designed to determine the perceived impact of collective bargaining on the "functional role" of the public senior high-school principal in Michigan. A questionnaire was used to determine the perceptions of superintendents, principals, and teachers regarding their views of how collective bargaining had influenced the public high-school principal in Michigan. Specifically, the study investigated the perceived impact on the "functional role" of the principal. The functional role was defined in this study as having five component roles: Instructional role, Personnel-management role, Pupil-services role, school-and-community-relations role, and Professional-relations role.

This chapter presents the findings of the treatment of the data. The first section of the chapter describes the demographic characteristics of the respondents.

Demographic Data

This section presents the demographic data describing the respondents who participated in the study. A total of 318 questionnaires were mailed to prospective participants. This total reflected 106 sets of questionnaires sent to the three groups; i.e., superintendents, principals, and teachers. From this there was a return response of 307 questionnaires. Seven of the questionnaires were culled from the final grouping as they were parts of "mixed sets"; i.e., sets in which all three questionnaires were not returned from the school district. Table 1 shows the number and percentage of respondents by job title. A return rate of 94 percent was obtained. The final results reflected one hundred complete sets of questionnaires that were suitable for analysis.

TABLE 1
NUMBER AND PERCENTAGE OF RESPONDENTS IN
EACH CATEGORY BY JOB TITLE

| Job Title | Questionnaires | | | |
|----------------|----------------|-----------------|---------------|----------------------|
| | Number Sent | Number Returned | Complete Sets | Percentage of return |
| Superintendent | 106 | 104 | 100 | 94.34 |
| Principal | 106 | 102 | 100 | 94.34 |
| Teacher | 106 | 101 | 100 | 94.34 |
| Total | 318 | 307 | 300 | 94.34 |

Table 2 reflects the data concerning the respondents' years of service in their current positions. These data reflect that a majority of educators have been in education for at least ten years. One-fifth of the respondents had from one to three years of experience. Nearly one-fifth of the respondents had from four to six years of experience. Slightly more than one in six had from seven to nine years of experience. Thirty-six percent of the respondents had from ten to seventeen years of experience. Nearly 8 percent of the respondents had more than eighteen years of experience.

TABLE 2
RESPONDENTS' YEARS IN CURRENT POSITION

| Title | Years in Current Position | | | | | Total |
|----------------|---------------------------|-----|-----|-------|-----|-------|
| | 1-3 | 4-6 | 7-9 | 10-17 | 18+ | |
| Superintendent | 31 | 22 | 13 | 26 | 8 | 100 |
| Principal | 27 | 22 | 15 | 34 | 2 | 100 |
| Teacher | 2 | 14 | 23 | 48 | 13 | 100 |
| Total | 60 | 58 | 51 | 108 | 23 | 300 |

Table 3 shows the data for years in education for the respondents. This table indicates a professional commitment to education. This commitment was

reflected by the 90 percent of the respondents having been in education for more than eighteen years.

TABLE 3
RESPONDENTS' YEARS IN EDUCATION

| Title | Years in Education | | | | | Total |
|----------------|--------------------|-----|-----|-------|-----|-------|
| | 1-3 | 4-6 | 7-9 | 10-17 | 18+ | |
| Superintendent | 0 | 0 | 0 | 19 | 81 | 100 |
| Principal | 0 | 1 | 5 | 24 | 70 | 100 |
| Teacher | 0 | 4 | 14 | 51 | 31 | 100 |
| Total | 0 | 5 | 19 | 94 | 182 | 300 |

Table 4 depicts the careers of the respondents (superintendents and principals) who have been in administration. In table 4 there are two hundred observations, as the one hundred responding teachers were excluded. None of the responding teachers in this study had previously been either a superintendent or a principal.

Again, in terms of years in administration, a mature group of educators can be found. Three out of four administrators have been in the field for at least ten years.

Table 5 reflects the degree status of the respondents. It shows a roughly equal division of

graduate degrees for superintendents. Thirty-one percent of the responding superintendents hold a doctorate. Among the responding principals the master's degree (84 percent) is by far the most prevalent. Among the teachers nearly two out of three (63 percent) hold the master's degree. The data in table 5 are consistent with the general population of superintendents, principals, and teachers in the state of Michigan.

TABLE 4
RESPONDENTS' YEARS IN ADMINISTRATION

| Title | Years in Administration | | | | | Total |
|----------------|-------------------------|-----|-----|-------|-----|-------|
| | 1-3 | 4-6 | 7-9 | 10-17 | 18+ | |
| Superintendent | 1 | 2 | 9 | 38 | 50 | 100 |
| Principal | 5 | 14 | 13 | 54 | 14 | 100 |
| Total | 6 | 16 | 22 | 92 | 64 | 200 |

TABLE 5
HIGHEST DEGREE EARNED

| Title | Highest Degree Earned | | | | Total |
|----------------|-----------------------|-----|------|-----------|-------|
| | BS | MA | Ed.S | Doctorate | |
| Superintendent | 0 | 36 | 33 | 31 | 100 |
| Principal | 2 | 84 | 10 | 4 | 100 |
| Teacher | 33 | 63 | 4 | 0 | 100 |
| Total | 35 | 183 | 47 | 35 | 300 |

Rationale for Analysis

In the present study the critical value for acceptance of statistical difference was 5.99 using the .05 level of significance with two degrees of freedom. The investigation for significance hinged on the frequency of occurrence of responses. The realized frequency was interpreted as the theorized occurrence for this study. The expected rate of occurrence was an equal division of responses into thirds. An investigation was made to compare what occurred with what had been expected. This investigation was done on each item on a row-by-row basis. The data were then analyzed by using a chi-square test to determine significance. The scores achieved through this analysis were compared to the 5.99 critical value for acceptance. Chi-square scores of less than 5.99 were determined to be statistically nonsignificant. In this case these scores would not be statistically different than was expected. Chi-square scores of more than 5.99 were determined to be statistically significant. In this case these scores would be statistically different than was expected.

Instructional role:
Superintendent

Table 6 represents the responses and chi-square scores of the superintendents to the items in the

TABLE 6
 RESPONSES AND CHI-SQUARE ANALYSIS SCORES FOR THE
 SUPERINTENDENT IN THE INSTRUCTIONAL ROLE

| Question | Responses | | | | | | Chi-Square |
|----------|---------------|-----|--------------|-----|-----------|-----|------------|
| | Role Expanded | | Role Limited | | No Effect | | |
| | n | pct | n | pct | n | pct | |
| 1.A | 31 | | 43 | | 26 | | 1.63 N |
| 1.B | 25 | | 63 | | 12 | | 30.94 S |
| 1.C | 31 | | 33 | | 36 | | 1.55 N |
| 1.D | 47 | | 34 | | 19 | | 11.11 S |
| 1.E | 45 | | 34 | | 21 | | 8.03 S |
| 1.F | 23 | | 28 | | 49 | | 16.33 S |
| 1.G | 25 | | 25 | | 50 | | 18.26 S |
| Total | 227 | | 260 | | 213 | | 700 |

$\chi^2 .05(2) = 5.99$

S = significant; N = nonsignificant

Instructional role. The combined percentage score for role-expanded was 34.13. The combined percentage score for role-limited was 37.14. The combined percentage score for no effect was 30.43. The superintendents perceived the effect of collective bargaining on the principals as expected for the items of Assigning classes to staff and Developing and revising the curriculum. The superintendents perceived that collective bargaining had expanded the principal's role in Supervising instruction and Improving staff morale. The superintendents perceived collective bargaining to have limited the principal's role in Assigning sponsorships of extracurricular activities to staff. The superintendents perceived that collective bargaining had not affected the principal's role in Recommending and processing instructional materials and in Helping to establish a school budget.

Item I.A, Assigning classes to staff, was perceived by the superintendents as expected. Their response rate paralleled the combined percentage scores. Item I.B, Assigning sponsorships of extracurricular activities to staff, was perceived by 63 percent of the superintendents to have been limited by collective bargaining. This exceeded the combined percentage score of 37 by 26 percent. This excess resulted from movement away from no effect, where the response was 12 percent

instead of the 30 percent which had been expected. The role-expanded response was 25 percent where 32 had been expected. Item I.C, Developing and revising the curriculum, was perceived by the superintendents as expected. Their response rate paralleled the combined percentage scores. Item I.D, Supervising instruction, was perceived by 47 percent of the superintendents to have been expanded by collective bargaining. This exceeded the combined percentage score of 32 by 15 percent. This excess resulted from the movement from no effect, where the response was 19 instead of 30 percent, which had been expected. The role-limited response was 34 percent where 37 percent had been expected. Item I.E, Improving staff morale, was perceived by 45 percent of the superintendents to have been expanded by collective bargaining. This exceeded the combined percentage score of 32 by 13 percent. This excess resulted in movement away from no effect, where the response was 21 percent instead of 30 percent which had been expected. Item I.F, Recommending and processing instructional materials, was perceived by 49 percent of the superintendents as not having been affected by collective bargaining. This exceeded the combined percentage score of 30 by 19 percent. This excess resulted in movement away from role-expanded, where the response was 23 percent

instead of 32 percent which had been expected, and from role-limited, where the response was 28 percent instead of 37 percent as had been expected. Item I.G, Helping to establish a school budget, was perceived by 50 percent of the superintendents as not having been affected by collective bargaining. This exceeded the combined percentage score of 30 by 20 percent. This excess resulted from movement away from role-expanded, where the score was 25 percent instead of 32 percent as had been expected. The role-limited score of 25 percent was 12 less than the combined percentage score.

The combined percentage response rate reflected the superintendents' view that role-expanded would be chosen almost exactly one-third of the time (32.43 percent). The role-limited response would be chosen slightly more than one-third of the time (37.14 percent) according to the superintendents. The superintendents felt that no effect would be chosen about three times in ten (30.43). The individual item analysis substantiates this view.

The superintendents saw an opportunity to make the best of a situation. By granting pay for extracurricular sponsorships they could gain a more commanding supervisory role. The trade-off was seen as a dual win by the superintendents. First, by paying teachers to do these extracurricular duties the superintendents

reasoned they would receive better performance. Had the superintendents not granted pay the courts would have made a decision in favor of the teachers. Second, as a result of granting the teachers pay for these duties the principals would have expanded duties and opportunities to visit the classroom. The superintendents saw this as an ideal trade.

Instructional role:
Principal

Table 7 represents the responses and chi-square scores for the principals to the items in the Instructional role. The combined percentage score for role-expanded was 29.71. The principals perceived the effect of collective bargaining on themselves as expected in the items dealing with Assigning classes to staff, Developing and revising the curriculum, and Improving staff morale. The principals perceived themselves to have been expanded by collective bargaining in the area of Supervising instruction. The principals perceived themselves to have been limited by collective bargaining in the area of Assigning sponsorships of extracurricular activities to staff. The principals perceived themselves to not have been affected by collective bargaining in the areas of Recommending and processing instructional materials and Helping to establish a school budget.

TABLE 7
 RESPONSES AND CHI-SQUARE ANALYSIS SCORES FOR THE
 PRINCIPAL IN THE INSTRUCTIONAL ROLE

| Question | Responses | | | | | | Chi-Square | |
|----------|---------------|-----|--------------|-----|-----------|-----|------------|---------|
| | Role Expanded | | Role Limited | | No Effect | | | Total |
| | n | pct | n | pct | n | pct | | |
| 1.A | 29 | | 33 | | 38 | | 100 | .03 N |
| 1.B | 31 | | 51 | | 18 | | 100 | 19.85 S |
| 1.C | 28 | | 29 | | 43 | | 100 | 1.46 N |
| 1.D | 44 | | 37 | | 19 | | 100 | 16.32 S |
| 1.E | 35 | | 38 | | 27 | | 100 | 4.54 N |
| 1.F | 20 | | 21 | | 59 | | 100 | 20.19 S |
| 1.G | 21 | | 22 | | 57 | | 100 | 16.65 S |
| Total | 208 | | 231 | | 261 | | 700 | |

$\chi^2 .05(2) = 5.99$
 S = significant; N = nonsignificant

Item I.A, Assigning classes to staff, was perceived by the principals as expected. Their response rate paralleled the combined percentage scores. Item I.B, Assigning sponsorships of extracurricular activities to staff, was perceived by 51 percent of the principals to have been limited by collective bargaining. This exceeded the combined percentage score by 18. This excess resulted from movement away from no effect, where the response was 18 percent instead of 37 percent as had been expected. The role-expanded score of 31 was only 2 percent higher than the expected 29 percent. Item I.C, Developing and revising the curriculum, was perceived by the principals as expected. Their response rate paralleled the combined percentage scores. Item I.D, Supervising instruction, was perceived by 44 percent of the principals to have been expanded by collective bargaining. This exceeded the combined percentage score of 29 by 16 percent. This excess resulted from the movement away from no effect, where the response was 19 percent instead of 37 percent as had been expected. The role-limited score of 37 percent was only 4 percent higher than expected. Item I.E, Improving staff morale, was perceived by the principals as expected. Their response rate paralleled the combined percentage scores. Item I.F, Recommending and processing instructional materials, was perceived by 59 percent

of the principals to not have been affected by collective bargaining. This exceeded the combined percentage score of 37 by 22 percent. This excess resulted from the movement away from role-expanded, where the response was 20 percent instead of 29 percent as had been expected, and role-limited where the response was 21 percent instead of 33 percent as had been expected. Item I.G, Helping to establish a school budget, was perceived by 57 percent of the principals to have not been affected by collective bargaining. This response exceeded the combined percentage score of 37 by 20 percent. This excess resulted from the movement away from role-expanded where the score was 21 percent instead of 29 percent as had been expected, and from role-limited where the response was 22 percent instead of 33 percent as had been expected.

The combined percentage scores of the principals reflected their views that role-expanded would be chosen about three times in ten (29.71 percent), that role-limited would be chosen one-third of the time (33 percent), and that no effect would be the most frequent choice (37.29 percent). Only one item, Supervising instruction, was perceived as role-expanding by the principals. Only one item, Assigning sponsorships of extracurricular activities to staff, was perceived by the principals to have been limited by collective

bargaining. Recommending and processing instructional materials and Helping to establish a school budget were perceived by the principals as not being affected by collective bargaining. The other items were perceived as expected. The individual item analysis substantiates the principals' view of the combined percentage scores.

The pattern for the principals was to have a greater role in supervision and a lesser role in assigning sponsorships. This reflected the common twin themes heard at the negotiating table. One was better classroom teaching and the second was pay for extra duty. This pattern occurred time and again throughout the state. It was a common trade for the principals to grant pay for extracurricular duties in lieu of greater classroom demands. The rationale was to have a trade-off and a mutual gain simultaneously.

Instructional role:
Teacher

Table 8 represents the responses and chi-square scores of the teachers to the items in the Instructional role. The combined percentage score for role-expanded was 30.29. The combined percentage score for role-limited was 26.85. The combined percentage score for no effect was 42.86. The teachers perceived the principals to have been expanded by collective bargaining in the items of Assigning classes to staff and Helping to

TABLE 8
 RESPONSES AND CHI-SQUARE ANALYSIS SCORES FOR THE
 TEACHER IN THE INSTRUCTIONAL ROLE

| Question | Responses | | | | Chi-Square | | |
|----------|---------------|-----|--------------|-----|------------|-----------|---------|
| | Role Expanded | | Role Limited | | | No Effect | Total |
| | n | pct | n | pct | | | |
| 1.A | 40 | | 33 | | 27 | 100 | 10.39 S |
| 1.B | 15 | | 44 | | 41 | 100 | 18.74 S |
| 1.C | 27 | | 25 | | 48 | 100 | 1.10 N |
| 1.D | 41 | | 25 | | 34 | 100 | 5.75 N |
| 1.E | 35 | | 20 | | 45 | 100 | 2.59 N |
| 1.F | 15 | | 26 | | 59 | 100 | 13.82 S |
| 1.G | 39 | | 15 | | 46 | 100 | 7.97 S |
| Total | 212 | | 188 | | 300 | 700 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = nonsignificant

establish a school budget. The teachers perceived the principals to be limited by the effects of collective bargaining on the role of Assigning sponsorships of extracurricular activities to staff. The teachers perceived there was no effect on the principal made by collective bargaining on Recommending and processing instructional materials. The teachers perceived the effect of collective bargaining on the principals as expected for Developing and revising the curriculum, Supervising instruction, and Improving staff morale.

Item I.A, Assigning classes to staff, was perceived by 40 percent of the teachers to have been expanded by collective bargaining. This exceeded the combined percentage score of 30 by 10 percent. This excess was a result of movement away from no effect where the response was 27 percent instead of 42 percent as had been expected. The role-limited response was 26 percent instead of 33 percent as had been expected. Item I.B, Assigning sponsorships of extracurricular activities to staff, was perceived by 44 percent of the teachers to have been limited by collective bargaining. This exceeded the combined percentage score of 26 by 18 percent. This excess was a result of movement away from role-expanded where the response was 15 percent instead of 30 percent as had been expected. The no effect score of 41 was just 1 percent less than the

expected 42 percent. Item I.C, Developing and revising the curriculum, was perceived by the teachers as expected. Their response rate paralleled the combined percentage scores. Item I.D, Supervising instruction, was perceived by the teachers as expected. Their response rate paralleled the combined percentage scores. Item I.E, Improving staff morale, was perceived as expected. The response rate of the teachers paralleled the combined percentage scores. Item I.F, Recommending and processing instructional materials, was perceived by 59 percent of the teachers to not have been affected by collective bargaining. This exceeded the combined percentage score of 42 by 17 percent. This excess resulted from movement away from role-expanded where the response was 15 percent instead of 30 percent as had been expected. The role-limited score of 26 was exactly what was expected. Item I.G, Helping to establish a school budget, was perceived by 39 percent of the teachers to have been expanded by collective bargaining. This exceeded the combined percentage score of 30 by 9 percent. This excess resulted in movement away from role-limited where the score was 15 percent instead of 26 percent as had been expected. The no-effect score of 46 percent was 4 percent larger than expected.

The combined percentage response rate reflected the teachers' view that role-expanded would be chosen

about three times out of ten (30.29 percent), that role-limited would be chosen the least often (26.85 percent), and that no effect would be chosen the most often (42.86 percent). The individual item analysis substantiates this view.

For teachers the pattern was to assure a voice for themselves in what they taught and what they did for extracurricular activities. This pattern was common as these were the two areas of prime concern. Also these areas were central themes for their bargaining presentation. Teachers clamored for smaller classes and for pay for extracurricular duties. The rationale was sound and they succeeded.

Instructional role:
Summary

Table 9 represents the total responses for the superintendents, principals, and teachers to all the items in the Instructional role. The combined percentage score for role-expanded was 30.81. The combined percentage score for role-limited was 32.33. The combined percentage score for no effect was 36.86.

The superintendents perceived that role-limited was their primary response. They chose role-limited 37 percent of the time as compared to the combined percentage of 32. The excess of 5 percent resulted in movement away from no effect where the superintendents

TABLE 9
RESPONSES, PERCENTAGES, AND CHI-SQUARE SCORES FOR SUPERINTENDENTS,
PRINCIPALS, AND TEACHERS IN THE INSTRUCTIONAL ROLE

| Title | Responses | | | | | | Chi-Square | |
|----------------|---------------|-------|--------------|-------|-----------|-------|------------|---------|
| | Role Expanded | | Role Limited | | No Effect | | | Total |
| | n | pct | n | pct | n | pct | | |
| Superintendent | 227 | 32.43 | 260 | 37.14 | 213 | 30.43 | 700 | 12.61 S |
| Principal | 208 | 29.71 | 231 | 33.00 | 261 | 37.29 | 700 | .40 N |
| Teacher | 212 | 30.29 | 188 | 26.86 | 300 | 42.86 | 700 | 13.39 S |
| Total | 647 | 30.81 | 679 | 32.33 | 774 | 36.86 | 2,100 | |

$\chi^2 .05(2) = 5.99$
 S = significant; N = nonsignificant

claimed no effect 30 percent of the time as compared of the combined percentage of 36. The role-expanded score for the superintendents was 32 percent as compared to the expected 30 percent. For the superintendents, the effect of collective bargaining had been limiting for the principal. The perceptions of the principals paralleled the combined percentages of all respondents. The teachers perceived no effect as their primary response. The teachers perceived that collective bargaining had not affected the principal in 42 percent of the responses. This exceeded the combined percentage score of 36 by 6 percent. This excess was a result of movement away from role-limited where the response was 26 percent as compared to an expected 32 percent. The role-expanded response for the teachers was 30 percent. This score was what had been expected.

The superintendents perceived a greater effect than was expected. The instructional area has been sacrosanct for superintendents. This had been a area where many careers have succeeded or failed. The superintendents were aware of the changes made by collective bargaining to a greater degree than any other group. The pattern was for collective bargaining to become the focal point of their criticism. Teachers saw the obverse of this pattern. Their claim was that not enough had happened. The teachers felt as though the

process was just beginning to work in their favor. The rallying point for teachers was to achieve greater gains in salary and instruction.

Personnel role:
Superintendent

Table 10 represents the responses and chi-square scores of the superintendents to the items in the Personnel role. The combined percentage score for role-expanded was 30. The combined role-limited percentage score was 42.86. The combined percentage score for no effect was 27.14. The superintendents perceived the principals to have been expanded by collective bargaining in the areas of Evaluating teacher performance and Dismissing teachers. The superintendents perceived the principals to have been limited by the effects of collective bargaining in the areas of Transferring teachers and the Ability to grant teachers personal requests. The superintendents perceived there was no effect on the principal as a result of collective bargaining in the areas of Determining staff needs, Interviewing and selecting new staff, and Promoting teachers.

Item 2.A, Determining staff needs, was perceived by 41 percent of the superintendents to not have been affected by collective bargaining. This exceeded the combined percentage score by 14 percent. This excess resulted from a role-limited score of 25 where 42 had

TABLE 10

RESPONSES AND CHI-SQUARE ANALYSIS SCORES FOR THE
SUPERINTENDENT IN THE PERSONNEL ROLE

| Question | Responses | | | | Chi-Square |
|----------|-----------------------------|----------------------------|-------------------------|-------|------------|
| | Role Expanded n pct | Role Limited n pct | No Effect n pct | Total | |
| 2.A | 34 | 25 | 41 | 100 | 15.05 S |
| 2.B | 27 | 13 | 60 | 100 | 60.87 S |
| 2.C | 56 | 31 | 13 | 100 | 33.18 S |
| 2.D | 26 | 60 | 14 | 100 | 13.75 S |
| 2.E | 14 | 46 | 40 | 100 | 14.85 S |
| 2.F | 37 | 47 | 16 | 100 | 6.61 S |
| 2.G | 16 | 78 | 6 | 100 | 51.82 S |
| Total | 210 | 300 | 100 | 700 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = nonsignificant

been expected. The role-expanded score of 34 was 4 percent more than the combined percentage score. Item 2.B, Interviewing and selecting new staff, was perceived by 60 percent of the superintendents to not have been affected by collective bargaining. This exceeded the combined percentage score of 27 by 33 percent. This excess resulted in the movement away from role-limited where the response was 13 percent instead of 42 percent as had been expected. The role-expanded score was 27 percent instead of 30 percent as had been expected. Item 2.C, Evaluating teacher performance, was perceived by 56 percent of the superintendents to have expanded the principals' role. This exceeded the combined percentage score of 30 by 26 percent. This excess was primarily the result of the no-effect response being 13 percent instead of 27 percent as had been expected. The role-limited response was 31 percent instead of 42 percent as had been expected. Item 2.D, Transferring teachers, was perceived by 60 percent of the superintendents to have been limited by collective bargaining. This exceeded the combined percentage score of 42 by 18 percent. This excess resulted from the movement away from no effect where the response was 14 percent instead of 27 percent as had been expected. The role-expanded score was 26 percent instead of 30 percent as had been expected. Item 2.E, Promoting teachers, was

perceived by 40 percent of the superintendents to have not been affected by collective bargaining. This exceeded the combined percentage score of 27 by 13 percent. This excess resulted from the movement away from role-expanded where the score was 14 percent instead of 30 percent as had been expected. The role-limited score was 46 percent instead of 42 percent as was expected. Item 2.F, Dismissing teachers, was perceived by 37 percent of the superintendents to have been expanded by collective bargaining. This exceeded the combined percentage score of 30 by 7 percent. This excess resulted in movement away from no effect where the score was 16 percent instead of 27 percent as had been expected. The role-limited response was 47 percent instead of 42 percent as had been expected. In this case where two responses had scores in excess of the expected, the analysis suggests that the perceptions exclude one response and are equally divided between the other two. Item 2.G, Ability to grant teachers' personal requests, was perceived by 78 percent of the superintendents to have been limited by collective bargaining. This exceeded the combined percentage score of 42 by 36 percent. This excess resulted from movement away from the other responses. Role-expanded had a response of 16 percent instead of 30 percent as was expected, and no effect had a response of 6 percent

instead of 27 percent as was expected.

The pattern of responses by the superintendents suggests that managing personnel depends more on people and issues than on collective bargaining. Only in teacher evaluation was the principal seen to have been expanded by collective bargaining. In Transferring teachers, Dismissing teachers, and the Ability to grant teachers' personal requests, the superintendents felt the principal had been limited. In all other areas the superintendents felt the principal had not been affected by collective bargaining.

The combined percentage response rates reflected the superintendents' view that no effect (27 percent) was the least likely response to be chosen by the superintendents. Role-expanded (30 percent) was the median response for superintendents. Role-limited (42 percent) was perceived to be the most likely response for superintendents. The individual item analysis substantiates this view except for Dismissing teachers. Here both role-expanded and role-limited had response rates in excess of what had been expected. This dichotomy resulted from the view that no effect was unlikely to be the case and that 84 percent of the superintendents felt that collective bargaining had affected the principal.

The superintendents, along with the principals,

became aware of the legal ramifications of collective bargaining. The areas of evaluation, transfer, promotion, and dismissal had forever been changed. While the process had become more of a legal exercise for all, it was noted that legal rights had been afforded to all. Initially the benefits were felt by teachers who were freed from the tyrannic administrator. Later these rights were shared with students and eventually administrators. This pattern was common to all states that had recently enacted collective-bargaining legislation.

Personnel role:
Principal

Table 11 represents the responses and chi-square scores of the principals to the items in the Personnel role. The combined percentage score for role-expanded was 28.57. The combined percentage score for role-limited was 38. The combined percentage score for no effect was 33.43. The principals perceived themselves to be expanded only in the area of Teacher evaluation. The principals perceived themselves to be limited by collective bargaining in Dismissing teachers and in their Ability to grant teachers' personal requests. The principals perceived themselves to have not been affected by collective bargaining in Determining staff needs, Selecting new staff, and Promoting teachers. In the area of Transferring teachers the principals

TABLE 11
 RESPONSES AND CHI-SQUARE ANALYSIS SCORES FOR THE
 PRINCIPAL IN THE PERSONNEL ROLE

| Question | Responses | | | | Chi-Square |
|----------|-----------------------------|----------------------------|-------------------------|-------|------------|
| | Role Expanded n pct | Role Limited n pct | No Effect n pct | Total | |
| 2.A | 29 | 23 | 48 | 100 | 12.28 S |
| 2.B | 19 | 19 | 62 | 100 | 37.12 S |
| 2.C | 57 | 28 | 15 | 100 | 41.08 S |
| 2.D | 29 | 45 | 26 | 100 | 2.95 N |
| 2.E | 14 | 39 | 47 | 100 | 12.97 S |
| 2.F | 35 | 49 | 16 | 100 | 13.72 S |
| 2.G | 17 | 63 | 20 | 100 | 26.53 S |
| Total | 200 | 266 | 234 | 700 | |

$\chi^2 .05(2) = 5.99$
 S = significant; N = nonsignificant

perceived themselves as expected. These perceived combined percentage scores of the principals reflect an acknowledged limitation attributed to the effects of collective bargaining in three of the seven items.

Item 2.A, Determining staff needs, was perceived by 48 percent of the principals to remain unchanged by collective bargaining. This exceeded the combined percentage for no effect by 15 percent. This excess was a result of the role-limited score being only 23 percent instead of 38 percent as had been expected. The role-expanded score was what was expected. Item 2.B, Interviewing and selecting new staff, was perceived by 62 percent of the principals to have remained unchanged. This response exceeded the combined percentage for no effect by 29 percent. This excess was a result of both role-expanded and role-limited receiving only 19 percent of the responses. Item 2.C, Evaluating teacher performance, was perceived by 57 percent of the principals to be role-expanding. This response exceeded the expected role-expanded figure by 29 percent. This excess resulted from role-limited being 10 percent less than had been expected and no effect being 18 percent less than expected. The majority perceived a change for themselves. Item 2.D, Transferring teachers, was perceived as expected. The responses were as expected when compared with the

combined percentages. Item 2.E, Promoting teachers, was perceived by 47 of the principals to not have affected them. This response was 14 percent higher than expected. This excess was attributed to the 14 percent response rate on role-expanded. The role-limited response was as expected. Item 2.F, Dismissing teachers, was perceived by 49 percent of the principals to have been limited by collective bargaining. This exceeded the expected response by 9 percent. This excess was attributed to the 16 percent response for no effect. Role-expanded had an excess of what was expected by 7 percent. Item 2.G, Ability to grant teachers' personal requests, was perceived by 63 percent of the principals to have been limited by collective bargaining. This exceeded the expected score by 25 percent. This excess was due to the 17 percent role-expanded response and the 20 percent no effect response rates being less than had been expected.

The pattern of responses made by the principals suggests that managing personnel was dependent on people more than on collective bargaining. Only on Evaluating teacher performance did the principals see themselves expanded. The ability to grant favors had been limited, as was their ability to easily terminate a teacher. The former results from a "backlash" from the contract, while the latter reflects the reasoning given by the

courts. Aside from these points the principals appeared to meet students' needs by managing the personnel in a manner that fit the needs of all.

The combined percentage rate on the responses reflected the principals' view that no effect (33 percent) was one-third of the available responses, role-limited was 5 percent more than one-third (38 percent), and role-expanded was 5 percent less than one-third (28 percent). The individual item analysis above substantiates this view.

The principals were aware that the areas of evaluation, transfer, dismissal, and favors had been altered. This pattern became familiar. In order to gain legal protection, rights, and freedoms, the teachers bargained away the principals' ability to grant favors. The principals thus were initially frustrated but became more legal-minded as a result. Ultimately the principals gained from this via the legal knowledge they had to acquire. The benefits were divided but in this instance the principals did not get less than they deserved.

Personnel role:
Teacher

Table 12 represents the responses and chi-square scores of the teachers to the items in the Personnel role. The combined percentage score for role-expanded

TABLE 12
 RESPONSES AND CHI-SQUARE ANALYSIS SCORES FOR THE
 TEACHER IN THE PERSONNEL ROLE

| Question | Responses | | | | Chi-Square | | |
|----------|---------------|-----|--------------|-----|------------|-------|---------|
| | Role Expanded | | Role Limited | | | Total | |
| | n | pct | n | pct | | | |
| 2.A | 33 | | 28 | | 39 | 100 | 3.68 N |
| 2.B | 19 | | 22 | | 59 | 100 | 25.11 S |
| 2.C | 56 | | 25 | | 19 | 100 | 40.25 S |
| 2.D | 20 | | 49 | | 31 | 100 | 6.42 S |
| 2.E | 15 | | 41 | | 44 | 100 | 8.47 S |
| 2.F | 30 | | 47 | | 23 | 100 | 7.00 S |
| 2.G | 21 | | 48 | | 31 | 100 | 5.29 N |
| Total | 194 | | 260 | | 246 | 700 | |

$\chi^2 .05(2) = 5.99$
 S = significant; N = nonsignificant

was 27.71. The combined percentage score for role-limited was 37.14. The combined percentage score for no effect was 35.15. The teachers perceived the principals to be expanded only in the area of teacher observation. The teachers perceived the principals to be limited by collective bargaining in Transferring teachers, Promoting teachers, and Dismissing teachers. Teachers perceived the principals to have not been affected by collective bargaining in Selecting new staff and Promoting teachers. These perceived combined percentage scores by the teachers acknowledge a limiting effect from collective bargaining on three of the seven items in this role.

Item 2.A, Determining staff needs, was perceived as expected. The responses were as expected when compared with the combined percentages. Item 2.B, Interviewing and selecting new staff, was perceived by 59 percent of the principals to have remained unchanged. This response exceeded the combined percentage for no effect by 24 percent. The excess was a result of role-limited being chosen by only 28 percent of the teachers. The role-expanded response of 33 percent was slightly larger than had been expected. Item 2.C, Evaluating teacher performance, was perceived by 56 percent of the teachers to have a role-expanded effect for the principals. This response exceeded the combined percentage

by 29 percent. This excess resulted from only 19 percent of the teachers claiming no effect. At 25 percent the teachers' claim of a role-limiting effect was 12 percent less than the combined percentages. Item 2.D, Transferring teachers, was perceived by 49 percent of the teachers to have a role-limiting effect as a result of collective bargaining. This response rate was 12 percent higher than the combined percentages. The excess resulted primarily from the 20 percent response rate for role-expanded. This was 7 percent less than expected. The no-effect rate of 31 percent was only 4 percent less than had been expected. Item 2.E, Promoting teachers, was perceived by 44 percent of the teachers to not have affected the role of the principals. This rate was 9 percent larger than the combined percentage score for no effect. This excess was attributed to the 15 percent response for role-expanded. This was 12 percent less than the combined percentage rate. The role-limited response was 41 percent, which exceeded the expected score of 37 by 4 percent. The semantics of the question seemed to be the key to the nearly identical response rates for role-limited (41 percent) and no effect (44 percent). The teachers who chose role-limited felt that collective bargaining dampened any chance for promotion. Those choosing no effect countered this by claiming there was no position to which

one could get promoted. Item 2.F, Dismissing teachers, was perceived by 47 percent of the teachers to have been limited by collective bargaining. This was 10 percent larger than the combined percentage rate. The excess resulted from a low response for no effect. Here the response was 23 percent as compared to the combined percentage score of 35. The role-expanded responses were only 3 percent higher than the combined percentage scores. The scores here were 30 as compared to 27. Item 2.G, Ability to grant teachers' personal requests, was perceived as expected. The responses were as expected when compared with the combined percentages.

The pattern of responses made by the principals suggests that managing personnel was dependent on certain items in the role. The teachers were very aware that the principals' role had expanded in evaluation. The teachers acknowledged that staffing needs and granting personal requests were no longer frequent questions. Staffing was still in the hands of the principal and the personnel officer. Granting requests was viewed as something from the past. The principals had been limited by collective bargaining on the rest of the items in the role. The limitation resulted from contract language that lessened the principals' ability to make personal decisions.

The combined percentage response rate reflected

.

the teachers' view that role-limited (37 percent) and no effect (35 percent) were roughly equal to one-third of the responses. The role-limited response of 27 percent of the combined scores reflected the view that few items had been expanded. The individual item analysis substantiated this view.

The teachers were aware that the daily teaching-legal function had been altered by collective bargaining. Evaluations had been formalized, transfers minimized, dismissals legalized, and favors eliminated. Yet mutual gains had been made so these changes were welcomed. The pattern was to gain status through legal structures. This was done originally to eliminate some harsh practices implemented by a few administrators from the "old school."

Personnel role:
Summary

Table 13 represents the total responses for the superintendents, principals, and teachers to all the items in the Personnel role. The combined percentage score for role-expanded was 28.76. The combined percentage score for role-limited was 39.33. The combined percentage score for no effect was 31.90.

All the groups together perceived that the principal would be more likely to be limited in the Personnel role by collective bargaining than either expanded

TABLE 13
 RESPONSES, PERCENTAGES, AND CHI-SQUARE SCORES FOR SUPERINTENDENTS,
 PRINCIPALS, AND TEACHERS IN THE PERSONNEL ROLE

| Title | Responses | | | | | | Chi-Square | |
|----------------|---------------|-------|--------------|-------|-----------|-------|------------|--------|
| | Role Expanded | | Role Limited | | No Effect | | | Total |
| | n | pct | n | pct | n | pct | | |
| Superintendent | 210 | 30.00 | 300 | 42.86 | 190 | 27.14 | 700 | 7.56 S |
| Principal | 200 | 28.57 | 266 | 38.00 | 234 | 33.43 | 700 | .83 N |
| Teacher | 194 | 27.71 | 260 | 37.14 | 246 | 35.14 | 700 | 3.42 S |
| Total | 604 | 28.76 | 826 | 39.33 | 670 | 31.90 | 2,100 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = nonsignificant

or not affected. The superintendents perceived that 42 percent of the principals would be limited in this role by collective bargaining. This response exceeded the combined percentages by nearly 4 percent. This excess resulted from only 27 percent of the superintendents choosing no effect. This was 4 percent less than expected. The role-expanded score of 30 percent was 1 percent larger than the combined percentage score of 29 percent. The principals and teachers perceived the effect on the principal by collective bargaining in the Personnel role as expected. Their response rates were similar to the combined percentage scores for all three respondent groups.

The superintendents perceived there was more effect from collective bargaining than the other respondents. This was reflected in their vantage point of comparing how personnel matters were handled prior to collective bargaining as compared to how they presently are handled. There was little doubt that change had come. This view was common to the superintendents who felt their ability to control personnel matters had eroded.

Pupil-services role:
Superintendent

Table 14 represents the responses and chi-square scores of the superintendents to the items in the Pupil-services role. The combined percentage score for

TABLE 14

RESPONSES AND CHI-SQUARE ANALYSIS SCORES FOR THE SUPERINTENDENT IN THE PUPIL SERVICES ROLE

| Question | Responses | | | | Chi-Square |
|----------|-----------------------------|----------------------------|-------------------------|-------|------------|
| | Role Expanded n pct | Role Limited n pct | No Effect n pct | Total | |
| 3.A | 19 | 71 | 10 | 100 | 94.73 S |
| 3.B | 21 | 17 | 62 | 100 | 9.39 S |
| 3.C | 23 | 51 | 26 | 100 | 27.82 S |
| 3.D | 27 | 14 | 59 | 100 | 10.39 S |
| 3.E | 36 | 20 | 44 | 100 | 8.58 S |
| 3.F | 33 | 24 | 43 | 100 | 4.37 N |
| 3.G | 25 | 20 | 55 | 100 | 3.69 N |
| 3.H | 9 | 10 | 81 | 100 | 45.01 S |
| Total | 193 | 227 | 380 | 800 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = nonsignificant

role-expanded was 24.12. The combined percentage score for role-limited was 28.38. The combined percentage score for no effect was 47.50. The superintendents perceived the effect of collective bargaining on the principals as expected for the items of Providing classes for special-needs students and for Developing and enacting guidance services for students. The superintendents perceived the principals to have an expanded role due to the effect of collective bargaining in the area of Developing and enacting student discipline. The superintendents perceived the principals to have been limited by the effects of collective bargaining in Determining class sizes and Developing and enacting extracurricular activities. The superintendents perceived the principals to have not been affected by collective bargaining in the areas of Developing student-attendance policies, Developing and enacting student attendance policies, and Determining policies for building use by non-school groups. These combined percentage scores by the superintendents indicate a preference for them to choose no effect rather than role-expanded or role-limited.

Item 3.A, Determining class sizes, was perceived by 71 percent of the superintendents to be limiting for the principal. This response exceeded the combined percentage score of 28 by 43 percent. This excess resulted primarily from the no-effect response of 10 percent

instead of 47.5 percent as had been expected. The role-expanded score of 19 was 5 percent less than expected. Item 3.B, Developing student-attendance policies, was perceived by 62 percent of the superintendents to have not been affected by collective bargaining. This exceeded the combined percentage score by 15 percent. This excess resulted from the 17 percent response rate for role-limited instead of 28 percent as had been expected. The role-expanded rate of 21 percent was 3 percent less than expected. Item 3.C, Developing and enacting extracurricular activities, was perceived by 51 percent of the superintendents to be limited to the principal. This exceeded the combined percentage score of 28 by 23 percent. This excess came almost entirely as a result of the no effect score of 26 percent instead of 47.5 percent as had been expected. The role-expanded score of 23 was just 1 percent less than the combined percentage score. Item 3.D, Developing and enacting student-attendance policies, was perceived by 59 percent of the superintendents to not have been affected by collective bargaining on the principals' role. This was 12 percent larger than the combined percentage score. This excess resulted from the role-limited score of 14 percent instead of 28 percent as had been expected. The role-expanded score of 27 was 3 percent larger than expected. Item 3.E, Developing and

enacting student discipline, was perceived by 36 percent of the superintendents to have expanded the principals' role. This was 12 percent more than the combined percentage score. The role-limited score of 20 was 8 percent less than expected. The no-effect score of 44 percent was 3 percent less than expected. Item 3.F, Providing classes for special-needs students, was perceived by the superintendents as expected. Their responses reflected their agreement with the combined percentage scores. Item 3.G, Developing and enacting guidance services for students, was perceived by the superintendents as expected. Their responses reflected their agreement with the combined percentage scores. Item 3.H, Determining policies for building use by non-school groups, was perceived by 81 percent of the superintendents to have no effect on the principal. This response was 34 percent larger than the combined percentage scores. This excess was gained by having a 9 percent response in role-expanded instead of 24 percent as was expected, and 10 percent in role-limited instead of 28 percent as was expected.

The pattern of responses made by the superintendents suggested that the Pupil-services role was relatively unaltered by collective bargaining. The exceptions were Determining class sizes and Developing and enacting extracurricular activities. The

superintendents felt the principals had expanded duties in Developing and enacting student discipline. In the areas of Developing student-attendance policies, Determining policies for building use by non-school groups, and Developing and enacting student-attendance policies, the majority of superintendents perceived the principal to have not been affected by collective bargaining.

The combined percentage response rate reflected the superintendents' view that role-expanded (24 percent) and role-limited (28 percent) were roughly equal in their effect on the principal. The no-effect response rate of 47 percent reflected the superintendents' view that the principal had been little affected in this role. The individual item analysis substantiated this view.

The superintendents and principals agreed that Determining class sizes and Developing and enacting extracurricular activities had been affected by collective bargaining. The teachers wanted and got concessions in these areas. The superintendent has been made aware by the principal of the hardships that have resulted. This pattern exists throughout the state. Administrators have changed their role in these items. Teachers now have smaller classes and some voice in the development of extracurricular activities.

Pupil services role:
Principal

Table 15 represents the responses and chi-square scores of the principal to the items in the Pupil Services role. The combined percentage score for role-expanded was 16.63. The combined percentage score for role-limited was 23.12. The combined percentage score for no effect was 60.25. The principals perceived themselves to not have been expanded by collective bargaining on any items in this role. The principals perceived themselves to be limited by collective bargaining in Determining class sizes and in Developing and enacting extracurricular activities. The principals perceived themselves as expected on the item of Providing classes for special needs students. The principals perceived themselves as not having been affected by collective bargaining in the items dealing with Developing student-attendance policies, Developing and enacting student-attendance policies, Developing and enacting student discipline, Developing and enacting guidance services for students, and Determining policies for building use by non-school groups. The combined percentage scores of the principals indicated a preference for them to choose no effect rather than role-expanded or role-limited.

Item 3.A, Determining class size, was perceived by 56 percent of the principals to have a limiting

TABLE 15

RESPONSES AND CHI-SQUARE ANALYSIS SCORES FOR THE
PRINCIPAL IN THE PUPIL SERVICES ROLE

| Question | Responses | | | | Chi-Square |
|----------|-----------------------------------|----------------------------------|-------------------------------|-------|------------|
| | Role Expanded n pct | Role Limited n pct | No Effect n pct | Total | |
| 3.A | 22 | 56 | 22 | 100 | 72.76 S |
| 3.B | 15 | 13 | 72 | 100 | 6.88 S |
| 3.C | 22 | 48 | 30 | 100 | 43.68 S |
| 3.D | 13 | 12 | 75 | 100 | 9.75 S |
| 3.E | 21 | 13 | 66 | 100 | 6.13 S |
| 3.F | 21 | 19 | 60 | 100 | 1.89 N |
| 3.G | 12 | 14 | 74 | 100 | 8.02 S |
| 3.H | 7 | 10 | 83 | 100 | 21.61 S |
| Total | 133 | 185 | 482 | 800 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = nonsignificant

effect. The score exceeded the combined percentage score of 23 percent by 32 percent. This excess came from the no-effect response where there was a 22 percent response instead of 60 percent as had been expected. The role-expanded score of 22 percent was 6 percent larger than expected. Item 3.B, Developing student-attendance policies, was perceived by 72 percent of the principals to have not been affected by collective bargaining. This response exceeded the combined percentage score of 60 by 12 percent. This excess resulted from role-limited having a 13 percent response instead of 23 percent as had been expected. The role-expanded score was 15 percent where 16 was expected. Item 3.C, Developing and enacting extracurricular activities, was perceived by 48 percent of the principals to have a limiting effect on them. This response exceeded the combined percentage score of 23 by 25 percent. This excess was due primarily to a 30 percent no-effect response instead of 60 percent which had been expected. Role-expanded had a 22 percent response instead of 16 percent as had been expected. Item 3.D, Developing and enacting student-attendance policies, was perceived by 75 percent of the principals to have not been altered by collective bargaining. This exceeded the combined percentage score of 60 percent by 15 percent. This excess resulted from the role-limited response being chosen by

12 percent instead of 23 percent as had been expected. The role-expanded score of 13 percent was 3 percent less than had been expected. Item 3.E, Developing and enacting student discipline, was perceived by 66 percent of the principals to not have been affected by collective bargaining. This exceeded the combined percentage score of 60 by 6 percent. This excess came as a result of 13 percent of the principals choosing role-limited instead of 23 percent as had been expected. Role-expanded was chosen by 21 percent of the principals as compared to the expected 16 percent. Item 3.F, Providing classes for special-needs students, was perceived as expected by the principals. The principals perceived this item in a similar manner to the combined percentage scores. Item 3.G, Developing and enacting guidance services for students, was perceived by 74 percent of the principals to have not been affected by collective bargaining. This exceeded the combined percentage score of 60 by 14 percent. This excess resulted from the role-limited response being chosen by 14 percent of the principals instead of 23 percent as had been expected. Role-expanded was chosen 12 percent of the time instead of 16 percent as had been expected. Item 3.H, Determining policies for building use by non-school groups, was perceived by 83 percent of the principals to have not been affected by collective bargaining. This exceeded the

expected score of 60 by 23 percent. This excess was a result of role-limited being chosen by 10 percent instead of 23 percent as had been expected and by role-expanded being chosen by 7 percent instead of 16 percent as had been expected.

The pattern of responses made by the principals suggests that the Pupil services role was primarily unaltered by collective bargaining. In no item did the principals perceive themselves to be expanded. In Providing classes for special-needs students they perceived themselves in a manner consistent with the combined percentages. The principals perceived themselves as limited in the areas of Determining class sizes and Developing and enacting extracurricular activities. In all other items they perceived themselves as unchanged.

The combined percentage response rate reflected the principals' view that role-expanded (16 percent) and role-limited (23 percent) were less likely to affect the principal than no effect (60 percent). The individual-item analysis substantiates this.

The principals felt limited in Determining class sizes and extracurricular sponsorships. This pattern is familiar to all principals. These are two areas that have been greatly affected by collective bargaining. In the former case principals have to shuffle students into new sections of the same class.

In the latter case principals have to beg and cajole to fill all the activity rosters for non-varsity sports.

Pupil-services role:
Teacher

Table 16 represents the responses and chi-square scores of the teachers to the items in the Pupil-services role. The combined percentage score for role-expanded was 21.37. The combined percentage score for role-limited was 21.13. The combined percentage score for no effect was 57.50. The teachers perceived the effect of collective bargaining on the principals as expected for the items of Providing classes for special-needs students and Developing and enacting guidance services for students. In no item did the teachers perceive the principals' role to be expanded by collective bargaining. The teachers perceived the principals to be limited in the areas of Determining class sizes and Developing and enacting extracurricular activities. The teachers perceived there was no effect on the principals due to collective bargaining on all other items.

Item 3.A, Determining class sizes was perceived by 40 percent of the teachers to be limiting to the principal. This score exceeded the combined percentage score by 27 percent. This excess was due primarily to the no-effect score being 25 percent instead of the expected 57 percent. The role-expanded score was

TABLE 16
 RESPONSES AND CHI-SQUARE ANALYSIS SCORES FOR THE
 TEACHER IN THE PUPIL SERVICES ROLE

| Question | Responses | | | | Chi-Square |
|----------|-----------------------------|----------------------------|-------------------------|-------|------------|
| | Role Expanded n pct | Role Limited n pct | No Effect n pct | Total | |
| 3.A | 27 | 48 | 25 | 100 | 54.04 S |
| 3.B | 17 | 10 | 73 | 100 | 10.93 S |
| 3.C | 20 | 32 | 48 | 100 | 7.26 S |
| 3.D | 21 | 9 | 70 | 100 | 9.68 S |
| 3.E | 32 | 18 | 50 | 100 | 6.72 S |
| 3.F | 20 | 26 | 54 | 100 | 1.43 N |
| 3.G | 20 | 18 | 62 | 100 | .90 N |
| 3.H | 14 | 8 | 78 | 100 | 18.01 S |
| Total | 171 | 169 | 460 | 800 | |

$\chi^2 .05(2) = 5.99$
 S = significant; N = nonsignificant

27 percent as compared to the 21 percent that was expected. Item 3.B, Developing student-attendance policies, was perceived by 73 percent of the teachers to not have been affected by collective bargaining. This exceeded the combined percentage score of 57 by 16 percent. This excess was due to the role-limited response rate being 10 percent instead of 21 percent as had been expected. The role-expanded score was 17 percent as compared to the combined percentage score of 21. Item 3.C, Developing and enacting extracurricular activities, was perceived by 32 percent of the teachers to be limited to the principal as a result of collective bargaining. This exceeded the combined percentage score of 21 by 11 percent. This excess resulted from the no-effect response being 48 percent instead of 57 percent as had been expected. The role-expanded score was 20 percent instead of 21 percent as had been expected. Item 3.D, Developing and enacting student-attendance policies, was perceived by 70 percent of the teachers to have no effect on the principal. This exceeded the combined percentage score of 57 by 13 percent. This excess resulted from the role-limited score of 9 percent as compared to the expected score of 21 percent. The role-expanded score was 21 percent, the same as was expected. Item 3.E, Developing and enacting student discipline, was perceived by 32 percent of the teachers

to be role-expanding for the principals. This exceeded the combined percentage score of 21 by 11 percent. This excess resulted from the role-limited score being 18 percent as compared to the expected 21 percent. The no-effect score was 50 percent as compared to the expected 57 percent. Item 3.F, Providing classes for special-needs students, was perceived as expected by the teachers. Their perceptions of the effect of collective bargaining on this item were in agreement with the combined percentages. Item 3.G, Developing and enacting guidance services for students, was perceived as expected by the teachers. Their perceptions of the effect of collective bargaining on the item were in agreement with the combined percentages. Item 3.H, Determining policies for building use by non-school groups, was perceived by 78 percent of the teachers to have affected the principals. This exceeded the combined percentages by 24 percent. This excess was due to a role-limited response of 8 percent as compared to the expected 21 percent. The role-expanded score was 14 percent as compared to the expected 21 percent.

The pattern of responses made by the teachers suggests that the Pupil-services role had been little changed for the principals as a result of collective bargaining. The teachers felt the principal was expanded in the area of Developing and enacting

student discipline. They felt he was limited in the area of Determining class sizes and Developing and enacting extracurricular activities. The teachers perceived the effect of collective bargaining as expected in the areas of Providing classes for special-needs students and for Developing and enacting guidance services for students. In all other areas, the teachers perceived there was no effect on the principal in this role that was caused by collective bargaining.

The combined percentage response rate reflected the teachers' view that role-expanded (21 percent) and role-limited (21 percent) were roughly equal in their effect on the principal. The no-effect response rate of 57 percent reflected the teachers' view that the principals had been little affected by collective bargaining in this role. The individual-item analysis substantiates this view.

The teachers exhibited a common pattern in their responses. Their classroom setting was primary while other settings were secondary. The reason was the realization that this is the focal point of their profession. If classes are too large, their chances of success are lessened. The other items were seen as administrative tasks. The common thread here was to preserve the ability to succeed in the classroom.

Pupil-services role:
Summary

Table 17 represents the total responses for the superintendents, principals, and teachers to all of the items in the Pupil-services role. The combined percentage score for role-expanded was 20.71. The combined percentage score for role-limited was 24.21. The combined percentage score for no effect was 55.08.

The combined percentage scores reflected the view that the respondents saw no effect as the dominant choice. For the superintendents the role-expanded scores were 4 percent more than expected (24 versus 20). Their role-limited scores were also 4 percent more than expected (28 versus 24). Their no-effect score was 8 percent less than expected (47 versus 55). These differences were great enough to note that the superintendents were seen to be more aware of changes made by collective bargaining than would have been expected. For the principals the role-expanded score was 4 percent less than expected (16 versus 20). The role-limited score was only 1 percent less than expected (23 versus 24). The no-effect score was 5 percent higher than expected (60 versus 55). For the principals the awareness was keen as to the minimal effects made on them in this role by collective bargaining. For the teachers the score reflected the view that they saw the effect

TABLE 17
 RESPONSES, PERCENTAGES, AND CHI-SQUARE SCORES FOR SUPERINTENDENTS,
 PRINCIPALS, AND TEACHERS IN THE PUPIL SERVICES ROLE

| Title | Responses | | | | | | Chi-Square | |
|----------------|---------------|-------|--------------|-------|-----------|-------|------------|---------|
| | Role Expanded | | Role Limited | | No Effect | | | Total |
| | n | pct | n | pct | n | pct | | |
| Superintendent | 193 | 24.13 | 227 | 28.37 | 380 | 47.50 | 800 | 18.60 S |
| Principal | 133 | 16.63 | 185 | 23.12 | 482 | 60.25 | 800 | 10.71 S |
| Teacher | 171 | 21.38 | 169 | 21.12 | 460 | 57.50 | 800 | 4.16 N |
| Total | 497 | 20.71 | 581 | 24.21 | 1,322 | 55.08 | 2,400 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = nonsignificant

of collective bargaining as expected. Their responses were in agreement with the combined percentages.

The superintendents perceived more effect on the principals from collective bargaining than was expected. This pattern reflected the view that policies affecting student behavior had a major effect on litigation and social conduct in the 1960s. This pattern continues for the superintendents. The superintendents saw this as a vital role for student conduct. The principals perceived less effect due to collective bargaining. This difference reflected the amount of time spent in contact with students. The principals claimed less effect was made in this role than did the superintendents. This pattern was common to those who deal directly with students as compared with those who work in a central-office setting.

Community-relations role:
Superintendent

Table 18 represents the responses and chi-square scores of the superintendents to the items in the Community relations role. The combined percentage score for role-expanded was 34.75. The combined percentage score for role-limited was 26.25. The combined percentage score for no effect was 39. The superintendents perceived the effect of collective bargaining on the principals as expected for the items of Gaining support

TABLE 18

RESPONSES AND CHI-SQUARE ANALYSIS SCORES FOR THE
SUPERINTENDENT IN THE COMMUNITY RELATIONS ROLE

| Question | Responses | | | | Chi-Square |
|----------|-----------------------------|----------------------------|-------------------------|-------|------------|
| | Role Expanded n pct | Role Limited n pct | No Effect n pct | Total | |
| 4.A | 45 | 25 | 30 | 100 | 5.16 N |
| 4.B | 39 | 19 | 42 | 100 | 2.75 N |
| 4.C | 27 | 50 | 23 | 100 | 29.78 S |
| 4.D | 28 | 11 | 61 | 100 | 22.58 S |
| Total | 139 | 105 | 156 | 400 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = nonsignificant

from the community on school issues and Representing the school to the community. The superintendents perceived the principals to be limited by collective bargaining in the area of Arranging parent-teacher conferences (contacts). The superintendents perceived there was no effect on the principals due to collective bargaining on Alerting the community to program planning and development.

Item 4.A, Gaining support from the community on school issues, was perceived as expected by the superintendents. Their perceptions of the effect of collective bargaining did not deviate from the combined percentages. Item 4.B, Representing the community to the school, was perceived as expected by the superintendents. Their perceptions of the effect of collective bargaining did not deviate from the combined percentages. Item 4.C, Arranging parent-teacher conferences (contacts), was perceived by 50 percent of the superintendents to have limited the principals' role. This exceeded the combined percentage score of 26 by 24 percent. This excess resulted in movement from no effect where the response was 23 percent instead of 29 percent as had been expected. The role-expanded response was 28 percent instead of 34 percent as had been expected. Item 4.D, Alerting the community to program planning and development, was perceived by 61 percent

of the superintendents to not have been affected by collective bargaining. This exceeded the combined percentage score of 39 by 22 percent. This excess resulted from the movement away from role-limited where the response was 11 percent instead of 26 percent as had been expected. The role-expanded score was 28 percent instead of 34 percent as had been expected.

The superintendents perceived this role as having remained free of influence on the principal from collective bargaining except in one item. That item was Arranging parent-teacher conferences (contacts). This was seen as limiting to the principals.

The combined percentage response rate reflected the superintendents' view that no effect (39 percent) would be chosen most often, that role-expanded (34.75 percent) would be closest to the one-third score originally predicted, and role-limited would be least chosen (26.75 percent). The individual-item analysis substantiates this view.

The superintendents perceived the principals' Community relations role to have remained free of influence from collective bargaining except for one item. This item of Arranging parent-teacher conferences had been limited. This perception fit the pattern of the superintendents believing Community relations was always part of education. The other item

that was a concern was Gaining support from the community. Without their support public education fails. Superintendents felt all educators should curry this support. The common trait was to maintain favor with those who support schools.

Community-relations role:
Principal

Table 19 represents the responses and chi-square scores of the principals to the items in the Community-relations role. The combined percentage score for role-expanded was 34.25. The combined percentage score for role-limited was 24. The combined percentage score for no effect was 41.75. The principals perceived themselves to have been evenly expanded and limited by collective bargaining on Gaining support from the community on school issues. They also perceived themselves to have been expanded in Representing the school to the community. The principals perceived themselves to have been limited by collective bargaining in Arranging parent-teacher conferences (contacts). The principals perceived themselves to not have been affected by collective bargaining on Alerting the community to program planning and development.

Item 4.A, Gaining support from the community on school issues, was perceived by 40 percent of the principals to have been expanded by collective bargaining.

TABLE 19

RESPONSES AND CHI-SQUARE ANALYSIS SCORES FOR THE
PRINCIPAL IN THE COMMUNITY RELATIONS ROLE

| Question | Responses | | | | Chi-Square |
|----------|-----------------------------------|----------------------------------|-------------------------------|-------|------------|
| | Role Expanded n pct | Role Limited n pct | No Effect n pct | Total | |
| 4.A | 40 | 31 | 29 | 100 | 6.90 S |
| 4.B | 46 | 21 | 33 | 100 | 6.24 S |
| 4.C | 22 | 33 | 45 | 100 | 8.00 S |
| 4.D | 29 | 11 | 60 | 100 | 15.85 S |
| Total | 137 | 96 | 167 | 400 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = nonsignificant

This exceeded the combined percentage score of 34 by 6 percent. The principals also had 31 percent of their members perceiving this as role-limited. This exceeded the combined percentage score of 24 by 7 percent. This dual movement resulted from a movement away from no effect where the score was 29 percent instead of 41 percent as had been expected. This dichotomy of excess responses reflected the strong views of the principals that collective bargaining had some impact on them on this item. Item 4.B, Representing the school to the community, was perceived by 46 percent of the principals to have been expanded by collective bargaining. This exceeded the combined percentage score of 34 by 12 percent. This excess resulted from the movement away from no effect where the response was 33 percent instead of 41 percent as had been expected. The role-limited score was 21 percent instead of 24 percent as had been expected. Item 4.C, Arranging parent-teacher conferences (contacts), was perceived by 33 percent of the principals to have been limited by collective bargaining. This exceeded the combined percentage score of 24 by 9 percent. This excess resulted in movement from role-expanded where the response was 22 percent instead of 34 percent as had been expected. The no-effect response was 22 percent instead of 34 percent as had been expected. The no-effect response was 45 percent

instead of 41 percent as had been expected. Item 4.D, Alerting the community to program planning and development, was perceived by 60 percent of the principals to have not been affected by collective bargaining. This exceeded the combined percentage score of 41 by 19 percent. This excess resulted from movement away from role-limited where the response was 11 percent instead of 24 percent as had been expected. The role-expanded score was 29 percent instead of 34 percent as had been expected.

The principals' responses on Gaining support from the community on school issues exceeded the combined percentage scores for role-expanded and role-limited. Representing the school to the community was seen as role-expanding by the principals. Arranging parent-teacher conferences (contacts) was seen as limiting by the principals. The principals claimed there was no effect on them from collective bargaining on Alerting the community to program planning and development.

The combined percentage response rate reflected the principals' view that role-expanded would be chosen about one time in three (34.25 percent), that role-limited would be chosen about one time in four (24 percent), and that no effect would be chosen about four times in ten (41.75 percent). The individual-item

analysis supports this view except on the item of Gaining support from the community on school issues. Here the responses reflected the principals' view that collective bargaining had influenced them. In both role-expanded and role-limited the responses exceeded the combined percentage scores. The pattern for the principals revealed that where there was political pressure there was a strong reaction. The community was crucial to the success of the principals and their responses were reflective of this. The principals demonstrated a common trait. This trait was to react to pressure, attack, or need in order to improve or preserve the integrity of the school.

Community-relations role:
Teacher

Table 20 represents the responses and chi-square scores of the teachers to the items in the Community-relations role. The combined percentage score for role-expanded was 34.25. The combined percentage score for role-limited was 21. The combined percentage score for no effect was 44.75. The teachers perceived the effect of collective bargaining on the principals as expected for all the items in this role.

The combined percentage response rate reflected the teachers' view that role-expanded would be chosen about one time in three (34.25 percent), that

TABLE 20

RESPONSES AND CHI-SQUARE ANALYSIS SCORES FOR THE
TEACHER IN THE COMMUNITY RELATIONS ROLE

| Question | Responses | | | | Chi-Square |
|----------|-----------------------------------|----------------------------------|-------------------------------|-------|------------|
| | Role Expanded n pct | Role Limited n pct | No Effect n pct | Total | |
| 4.A | 40 | 19 | 41 | 100 | 1.47 N |
| 4.B | 41 | 16 | 43 | 100 | 2.59 N |
| 4.C | 27 | 30 | 43 | 100 | 5.46 N |
| 4.D | 29 | 19 | 52 | 100 | 2.17 N |
| Total | 137 | 84 | 179 | 400 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = nonsignificant

role-limited would be chosen about one time in five (21 percent), and no effect would be chosen about four times in ten (44.75 percent). The responses of the teachers were in agreement with these percentages in all cases.

Community-relations role:
Summary

Table 21 represents the total responses for the superintendents, principals, and teachers to all of the items in the Community relations role. The combined percentage score for role-expanded was 34.42. The combined percentage score for role-limited was 23.75. The combined percentage score for no effect was 41.83. The superintendents, principals, and teachers perceived the effect of collective bargaining on the principal in the Community-relations role as expected.

Professional-relations role:
Superintendent

Table 22 represents the responses and chi-square scores of the superintendents to the items in the Professional-relations role. The combined percentage score for role-expanded was 38.60. The combined percentage score for role-limited was 23.40. The combined percentage score for no effect was 38. The superintendents perceived the effect of collective bargaining as expected for the items of Improving the principal-parent

TABLE 21
 RESPONSES, PERCENTAGES, AND CHI-SQUARE SCORES FOR SUPERINTENDENTS,
 PRINCIPALS, AND TEACHERS IN THE COMMUNITY RELATIONS ROLE

| Title | Responses | | | | | | Chi-Square | |
|----------------|---------------|-------|--------------|-------|-----------|-------|------------|--------|
| | Role Expanded | | Role Limited | | No Effect | | | Total |
| | n | pct | n | pct | n | pct | | |
| Superintendent | 139 | 34.75 | 105 | 26.25 | 156 | 39.00 | 400 | 1.83 N |
| Principal | 137 | 34.25 | 96 | 24.00 | 167 | 41.75 | 400 | .01 N |
| Teacher | 137 | 34.25 | 84 | 21.00 | 179 | 44.75 | 400 | 2.09 N |
| Total | 413 | 34.42 | 285 | 23.75 | 502 | 41.83 | 1,200 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = nonsignificant

TABLE 22

RESPONSES AND CHI-SQUARE ANALYSIS SCORES FOR THE SUPERINTENDENT IN THE PROFESSIONAL RELATIONS ROLE

| Question | Responses | | | | Chi-Square |
|----------|-----------------------------------|----------------------------------|-------------------------------|-------|------------|
| | Role Expanded n pct | Role Limited n pct | No Effect n pct | Total | |
| 5.A | 47 | 43 | 10 | 100 | 38.88 S |
| 5.B | 36 | 23 | 41 | 100 | .42 N |
| 5.C | 39 | 22 | 39 | 100 | .12 N |
| 5.D | 26 | 14 | 60 | 100 | 20.63 S |
| 5.E | 45 | 15 | 40 | 100 | 4.18 N |
| Total | 193 | 117 | 190 | 500 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = nonsignificant

relationship, Improving the principal-central administration relationship, and Improving the principal-board of education relationship. The superintendents perceived the principals to have been expanded by collective bargaining in their principal-teacher relationship. The superintendents perceived that the principal had not been affected by collective bargaining in the principal-student relationship.

Item 5.A, Improving the principal-teacher relationship, was perceived by 47 percent of the superintendents to have been expanded by collective bargaining. This exceeded the combined percentage score of 38 by 9 percent. This excess was a result of the movement away from no effect where the response was 10 percent instead of 38 percent as had been expected. The role-limited response was 43 percent where the combined percentage score was 23. This difference of 20 percent was a result of the movement away from no effect. The superintendents were aware of a change in the principal-teacher relationship resulting from collective bargaining. The only point of agreement appeared to be that no effect was not the appropriate response. Item 5.B, Improving the principal-parent relationship, was perceived as expected by the superintendents. Their perceptions of the effect of collective bargaining did not deviate from the combined percentages. Item 5.C,

Improving the principal-central administration relationship, was perceived as expected by the superintendents. Their perceptions of the effect of collective bargaining did not deviate from the combined percentages.

Item 5.D, Improving the principal-student relationship, was perceived by 60 percent of the superintendents to not have been affected by collective bargaining. This exceeded the combined percentage score of 38 by 22 percent. This excess was a result of movement away from role-expanded where the response was 26 percent instead of 38 percent as had been expected. The role-limited score was 14 percent instead of 23 percent as had been expected. Item 5.E, Improving the principal-board of education relationship, was perceived as expected by the superintendents. Their perceptions of the effect of collective bargaining did not deviate from the combined percentages.

The responses did not reveal a particular pattern. The superintendents perceived a change in the principal-teacher relationship. The superintendents did not agree whether the change was role-expanding or role-limiting. Their agreement was that there had been a change related to collective bargaining.

The superintendents perceived that role-expanded (38 percent) and no effect (38 percent) would be equally chosen to describe the effect of collective

bargaining on Professional relations. Role-limited was the least likely (23 percent) to be chosen. Superintendents were keenly aware that the principal-teacher relationship had been altered. The individual-item analysis substantiated this view. The pattern for the superintendents was to have perceived that collective bargaining had little to do with Professional relations. The exception was the principal-teacher role, which had been greatly altered. The question became one of determining whether it had been expanded or limited. This pattern was common for all respondents in this role.

Professional-relations role:
Principal

Table 23 represents the responses and chi-square scores of the principals in the Professional-relations role. The combined percentage score for role-expanded was 30.60. The combined percentage score for role-limited was 27.20. The combined percentage score for no effect was 42.20. The principals perceived the effect of collective bargaining as expected for the items dealing with Improving the principal-parent relationship, Improving the principal-central administration relationship, and Improving the principal-board of education relationship. The principals perceived themselves to have been affected by collective bargaining in their relationship with the teachers. There was an

TABLE 23

RESPONSES AND CHI-SQUARE ANALYSIS SCORES FOR THE PRINCIPAL IN THE PROFESSIONAL RELATIONS ROLE

| Question | Responses | | | | Chi-Square | | | |
|----------|---------------|-----|--------------|-----|------------|-----------|-------|---------|
| | Role Expanded | | Role Limited | | | No Effect | Total | |
| | n | pct | n | pct | n | pct | | |
| 5.A | 42 | | 42 | | 16 | | 100 | 28.57 S |
| 5.B | 28 | | 29 | | 43 | | 100 | .36 N |
| 5.C | 31 | | 22 | | 47 | | 100 | 1.55 N |
| 5.D | 18 | | 16 | | 66 | | 100 | 23.22 S |
| 5.E | 34 | | 27 | | 39 | | 100 | .62 N |
| Total | 153 | | 136 | | 211 | | 500 | |

$\chi^2 .05(2) = 5.99$
 S = significant; N = nonsignificant

equal division of opinions for role-expanded and role-limited. The principals perceived that collective bargaining had not affected their relationship with the students.

Item 5.A, Improving the principal-teacher relationship, was perceived by 42 percent of the principals to have been limited by collective bargaining. This exceeded the combined percentage score of 27 by 15 percent. The role-expanded response for principals was also 42 percent. This exceeded the combined percentage score of 30 by 12 percent. The excess for these scores was a result of the movement away from no effect where the combined percentage score was 16 percent instead of 42 percent as had been expected. The majority of principals perceived that collective bargaining had affected them. The perception of this effect was equally divided between role-expanded and role-limited. Item 5.B, Improving the principal-parent relationship, was perceived as expected by the principals. Item 5.C, Improving the principal-central administration relationship, was perceived as expected. Item 5.D, Improving the principal-student relationship, was perceived by 66 percent of the principals to not have been affected by collective bargaining. This exceeded the combined percentage score of 42 by 24 percent. This excess was a result of movement away from role-expanded where the

score was 18 percent instead of 30 percent as had been expected. The role-limited score was 16 percent instead of 27 percent as had been expected. Item 5.E, Improving the principal-board of education relationship, was perceived as expected.

The combined percentage response rate reflected the principals' view that role-expanded would be chosen almost three times out of ten (30.60 percent), that role-limited would be chosen about one time in four (27.20 percent), and that no effect would be chosen about four times in ten (42.20 percent). The individual-item analysis substantiated this view. The pattern of responses for the principals was to note that collective bargaining had little affect on professional relationships except in the principal-teacher area. This reflected the knowledge that the principal would implement the contract. Ironically, the principals often had little voice in what was placed in the contract. Later these same principals were to implement the contract for the teachers who had had a great deal to say about the contract text. This same reasoning would explain why the principals thought only the principal-teacher relationship had been affected by collective bargaining. The daily implementation of the contract had an effect both on the principals and the teachers.

Professional-relations role:
Teacher

Table 24 represents the responses and chi-square scores for the teachers in the Professional-relations role. The combined percentage score for role-expanded was 35.60. The combined percentage score for role-limited was 20.20. The combined percentage score for role-expanded was 44.20. The teachers perceived the effect of collective bargaining as expected for the items dealing with Improving the principal-central administration relationship and Improving the principal-board of education relationship. Improving the principal-teacher relationship was perceived to have been limited by collective bargaining by the teachers. Improving the principal-parent relationship and Improving the principal-board of education relationship were perceived to not have been affected by collective bargaining by the teachers.

Item 5.A, Improving the principal-teacher relationship, was perceived by 34 percent of the teachers to have been limited by collective bargaining. This exceeded the combined percentage score of 20 by 14 percent. This excess was a result of movement away from no effect where the response was 22 percent instead of 44 percent as had been expected. The role-expanded score also exceeded the combined percentage score.

TABLE 24

RESPONSES AND CHI-SQUARE ANALYSIS SCORES FOR THE
TEACHER IN THE PROFESSIONAL RELATIONS ROLE

| Question | Responses | | | | Chi-Square | |
|----------|---------------|-----|--------------|-----|------------|---------|
| | Role Expanded | | Role Limited | | | Total |
| | n | pct | n | pct | | |
| 5.A | 44 | | 34 | 22 | 100 | 22.56 S |
| 5.B | 31 | | 12 | 57 | 100 | 7.63 S |
| 5.C | 41 | | 20 | 39 | 100 | 1.43 N |
| 5.D | 22 | | 12 | 66 | 100 | 19.28 S |
| 5.E | 40 | | 23 | 37 | 100 | 2.10 N |
| Total | 178 | | 101 | 221 | 500 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = nonsignificant

Here the score was 44 percent instead of 35 percent as had been expected. The teachers, like the superintendents and principals, perceived an effect due to collective bargaining on this role. The question became one of which role would be perceived rather than determining if there had been an effect. Item 5.B, Improving the principal-parent relationship, was perceived by 57 percent of the teachers to not have been affected by collective bargaining. This exceeded the combined percentage score of 44 by 13 percent. This excess was a result of movement away from role-limited where the score was 12 percent instead of 20 percent as had been expected. The role-expanded score was 31 percent instead of 35 percent as had been expected. Item 5.C, Improving the principal-central administration relationship was perceived as expected by the teachers. Item 5.D, Improving the principal-student relationship, was perceived by 66 percent of the teachers to not have been affected by collective bargaining. This exceeded the combined percentage rate of 44 by 22 percent. This excess was a result of movement away from role-expanded where the score was 22 percent instead of 35 percent as had been expected. The role-limited score was 12 percent instead of 20 percent as had been expected. Item 5.E, Improving the principal-board of education relationship, was perceived as expected.

The combined percentage response rate reflected the teachers' view that role-expanded would be chosen about one time in three (35.60 percent), that role-limited would be chosen about one time in five (20.20 percent), and that no effect would be chosen about four times in ten (44.20 percent). The individual-item analysis substantiated this view. The principal-teacher relationship was still perceived as being deeply affected by collective bargaining. All groups perceived this relationship to have been affected by collective bargaining. The pattern of responses for the teachers was such that they claimed collective bargaining had made little effect on professional relations. The exception was the principal-teacher relationship. Here the point of contention was the implementation of the contract. The teachers perceived the one critical relationship to their well-being as the relationship with the principal. The condition of this relationship determined the direction of their career. All other professional relationships were secondary in reference to the effect of collective bargaining.

Professional-relations role:
Summary

Table 25 represents the responses of the superintendents, principals, and teachers to all of the items in the Professional-relations role. The combined

TABLE 25

RESPONSES, PERCENTAGES, AND CHI-SQUARE SCORES FOR SUPERINTENDENTS,
PRINCIPALS, AND TEACHERS IN THE PROFESSIONAL RELATIONS ROLE

| Title | Responses | | | | | | Chi-Square | |
|----------------|---------------|-------|--------------|-------|-----------|-------|------------|---------|
| | Role Expanded | | Role Limited | | No Effect | | | Total |
| | n | pct | n | pct | n | pct | | |
| Superintendent | 193 | 38.60 | 117 | 23.40 | 190 | 38.00 | 500 | 5.53 N |
| Principal | 153 | 30.60 | 136 | 27.20 | 211 | 42.20 | 500 | 5.50 N |
| Teacher | 178 | 35.60 | 101 | 20.20 | 221 | 44.20 | 500 | 14.52 S |
| Total | 524 | 34.93 | 354 | 23.60 | 622 | 41.47 | 1,500 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = nonsignificant

percentage score for role-limited was 23.60. The combined percentage score for no effect was 41.47.

The superintendents perceived the effect of collective bargaining on the Professional-relations role as expected. The principals perceived the effect of collective bargaining on the Professional-relations role as expected. The teachers perceived role-expanded 35.60 percent of the time as compared to a combined percentage of 34.93. The teachers perceived role-limited 20.20 percent of the time as compared to a combined percentage of 23.60. The teachers perceived no effect 44.20 percent of the time as compared to the combined percentage of 41.47. This excess was a result of movement away from role-limited. The pattern for teachers was to perceive no effect on the principal from collective bargaining except in one item. This item was the principal-teacher relationship. All respondents agreed that collective bargaining had affected this relationship. The question became one of determining whether it had expanded or limited the principals' role. The rationale for the concern centered around the knowledge that the principal-teacher relationship was crucial to both parties.

Comparison by respondent to
role: Role-expanded

Table 26 represents the role-expanded responses

TABLE 26

RESPONSES, PERCENTAGES, AND CHI-SQUARE ANALYSIS SCORES FOR THOSE INDICATING ROLE EXPANDED: A COMPARISON BY RESPONDENT TO ROLE

| Role | Responses | | | | | | | | Chi-Square |
|------------------------|----------------|-------|-----------|-------|---------|-------|-------|-------|------------|
| | Superintendent | | Principal | | Teacher | | Total | | |
| | n | pct | n | pct | n | pct | n | pct | |
| Instructional | 227 | 35.09 | 208 | 32.15 | 212 | 32.77 | 647 | 24.10 | .44 N |
| Personnel | 210 | 34.77 | 200 | 33.11 | 194 | 32.12 | 604 | 22.50 | 1.32 N |
| Pupil Services | 193 | 38.83 | 133 | 26.76 | 171 | 34.41 | 497 | 18.51 | 4.28 N |
| Community Relations | 139 | 33.66 | 137 | 33.17 | 137 | 33.17 | 413 | 15.38 | 1.20 N |
| Professional Relations | 193 | 36.83 | 153 | 29.20 | 178 | 33.97 | 524 | 19.51 | .75 N |
| Total | 962 | 35.83 | 831 | 30.95 | 892 | 33.22 | 2,685 | 100 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

of the superintendents, principals, and teachers to the items in the questionnaire. The combined percentage score for the superintendents was 35.83. The superintendents perceived that collective bargaining had expanded the principals' role by 2 percent more than one-third of the time. The superintendents felt a change in the duties of the principal had resulted from collective bargaining. In all five roles of this study the superintendents perceived the effect of collective bargaining as expected. The pattern was uniform. The responses of the superintendents in each role were not significantly different from the overall responses. The combined percentage score for the principals was 30.95. The principals perceived that collective bargaining had expanded their roles in three cases out of ten. The principals perceived that collective bargaining had made some change in their duties. In all five roles of this study the principals perceived the effect of collective bargaining as expected. The pattern was uniform. The responses of the principals in each role were not significantly different from the overall responses. The combined percentage score for the teachers was 33.22. The teachers perceived that collective bargaining had expanded the principals' role in one case in three. The teachers perceived that collective bargaining had made some change in the principals'

duties. In all five roles of this study the teachers perceived the effect of collective bargaining as expected. The pattern was uniform. The responses of the teachers in each role were not significantly different from the overall responses.

The responses for all three respondent groups to all roles in this study were not significantly different from the overall responses.

Comparison by respondent to
role: Role limited

Table 27 represents the role-limited responses of the superintendents, principals, and teachers to the items in the questionnaire. The combined percentage score for the superintendents was 37.03. The superintendents perceived that collective bargaining had more of a limiting effect on the principals than did any other group. In all five roles of this study the superintendents perceived the effect of collective bargaining as expected. The pattern was uniform. The responses of the superintendents in each role were not significantly different from the overall responses. The combined percentage score for the principals was 33.54. The principals perceived that collective bargaining had limited their role in one-third of the cases. In all five roles of this study the principals perceived the effect of collective bargaining as

TABLE 27

RESPONSES, PERCENTAGES, AND CHI-SQUARE ANALYSIS SCORES FOR THOSE INDICATING ROLE LIMITED: A COMPARISON BY RESPONDENT TO ROLE

| Role | Responses | | | | | | | | Chi-Square |
|-------------------------|----------------|-------|-----------|-------|---------|-------|-------|-------|------------|
| | Superintendent | | Principal | | Teacher | | Total | | |
| | n | pct | n | pct | n | pct | n | pct | |
| Instructional Personnel | 260 | 38.29 | 231 | 34.02 | 188 | 27.69 | 679 | 24.92 | 1.04 N |
| Pupil Services | 300 | 36.32 | 266 | 32.20 | 260 | 31.48 | 826 | 30.31 | 1.73 N |
| Community Relations | 277 | 47.68 | 185 | 31.84 | 169 | 29.09 | 581 | 21.32 | 1.17 N |
| Professional Relations | 105 | 36.84 | 96 | 33.68 | 84 | 29.47 | 285 | 10.46 | .01 N |
| | 117 | 33.05 | 136 | 38.42 | 101 | 28.53 | 354 | 12.99 | 4.12 N |
| Total | 1,009 | 37.03 | 914 | 33.54 | 802 | 29.43 | 2,725 | 100 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

expected. The pattern was uniform. The responses of the principals in each role were not significantly different from the overall responses. The combined percentage score for teachers was 29.43. The teachers had perceived that collective bargaining had limited the principals' role approximately three times in ten. In all five roles of this study the teachers perceived the effect of collective bargaining as expected. The pattern was uniform. The responses of the teachers in each role were not significantly different from the overall responses.

The responses for all three respondent groups to all roles in this study were not significantly different from the overall responses.

Comparison by respondent to
role: No effect

Table 28 represents the no-effect responses of the superintendents, principals, and teachers to the items in the questionnaire. The combined percentage score for the superintendents was 29.02. The superintendents perceived in approximately three cases in ten that there had been no effect on the principal caused by collective bargaining. In all five roles of this study the superintendents perceived the effect of collective bargaining as expected. The pattern was uniform. The responses of the superintendents in each role

TABLE 28

RESPONSES, PERCENTAGES, AND CHI-SQUARE ANALYSIS SCORES FOR THOSE INDICATING NO EFFECT: A COMPARISON BY RESPONDENT TO ROLE

| Role | Responses | | | | | | | | Chi-Square |
|-------------------------|----------------|-------|-----------|-------|---------|-------|-------|-------|------------|
| | Superintendent | | Principal | | Teacher | | Total | | |
| | n | pct | n | pct | n | pct | n | pct | |
| Instructional Personnel | 213 | 27.52 | 261 | 33.72 | 300 | 38.76 | 774 | 19.90 | 2.34 N |
| Pupil Services | 190 | 28.36 | 234 | 34.93 | 246 | 36.72 | 670 | 17.22 | .16 N |
| Community Relations | 380 | 28.74 | 482 | 36.46 | 460 | 34.80 | 1,322 | 33.99 | 1.70 N |
| Professional Relations | 156 | 31.08 | 167 | 33.27 | 179 | 35.66 | 502 | 12.90 | 1.11 N |
| | 190 | 30.55 | 211 | 33.92 | 221 | 35.53 | 622 | 15.99 | .71 N |
| Total | 1,129 | 29.02 | 1,355 | 34.83 | 1,406 | 36.14 | 3,890 | 100 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

were not significantly different from the overall responses. The combined percentage score for the principals was 34.83. The principals perceived in 1 percent more than one-third of the cases there was no effect on them caused by collective bargaining. In all five roles of this study the principals perceived the effect of collective bargaining as expected. The pattern was uniform. The responses of the principals in each role were not significantly different from the overall responses. The combined percentage rate for the teachers was 36.14. The teachers perceived that no effect represented their view more frequently than did the other responses. In all five roles of this study the teachers perceived the effect of collective bargaining as expected. The pattern was uniform. The responses of the teachers in each role were not significantly different from the overall responses.

The responses for all three respondent groups to all the roles in this study were not significantly different from the overall responses.

Summary of Analysis of Data

Based on the results of the chi-square analysis testing of the data from the present study, there exists a significantly different response than was expected from the superintendents in five of the seven items in

the Instructional role (Assigning sponsorships of extra-curricular activities to staff, Supervising instruction, Improving staff morale, Recommending and processing instructional materials, and Helping to establish a school budget). For the principals there were four of the seven items (Assigning sponsorships of extracurricular activities to staff, Supervising instruction, Recommending and processing instructional materials, and Helping to establish a school budget) that had significantly different responses than expected. For the teachers there were four of the seven items (Assigning classes to staff, Assigning sponsorships of extracurricular activities to staff, Recommending and processing instructional materials, and Helping to establish a school budget) that had significantly different responses than expected.

In the Personnel role there existed a statistically different response from the superintendents than was expected in all items. For the principals there was a significantly different response than was expected in all items except for the item of Transferring teachers. For the teachers there was a significantly different response than was expected except for the items of Determining staff needs and the Ability to grant teachers' personal requests.

In the Pupil services role there existed a

significantly different response from the superintendents than was expected in all but two items (Providing classes for special-needs students and Developing and enacting guidance services for students). For the principals there was a statistically different response than was expected in all but one item (Providing classes for special-needs students). For the teachers there was a statistically different response than was expected in all but two items (Providing classes for special-needs students and Developing and enacting guidance services for students).

In the Community-relations role there existed a statistically different response from the superintendents than was expected in two items (Gaining support from the community on school issues and Representing the school to the public). For the principals there was a statistically different response than was expected on all items. For the teachers there was not a statistically different response than was expected on any item.

In the Professional-relations role there was a statistically different response than was expected in two items (Improving the principal-teacher relationship and Improving the principal-student relationship) for the superintendents. For the principals there was a statistically different response than was expected in

two items (Improving the principal-teacher relationship and Improving the principal-student relationship). For the teachers there was a statistically different response than was expected in three items (Improving the principal-teacher relationship, Improving the principal-parent relationship, Improving the principal-student relationship).

The data were also subjected to analysis from another view. The items within the respective roles were totaled and a comparison made between type of respondent (superintendent, principal, and teacher) and type of response (role-expanded, role-limited, and no effect). When analyzing the data of the superintendents with the role-expanded response, there was not a significant relationship to be found. The same was true for the principal and teacher. When analyzing the data for the superintendent with the role-limited response there was no significant relationship to be found. Also there was no significant relationship found for either the principals or the teachers. When analyzing the data for the superintendent with the no-effect response there was no significant relationship found for any of the respondents. These findings indicate that the perceptions of the superintendents, principals, and teachers are similar across the type of respondent and type of response.

At the conclusion of the analysis and commentary sections of each role the combined raw-score data were compiled into table form. These tables represent the total of all responses made on that role. These totals were in the form of a three-by-three matrix. The three groups of respondents (superintendents, principals, and teachers) and also the three responses (role-expanded, role-limited, and no effect) comprised the matrix. The data were compiled to show the number of responses for each respondent. These data were then analyzed by using a chi-square analysis test. The results of this analysis were applied to answer the stated hypothesis of this study. The hypothesis for this study is:

There is no significant difference in the perceptions among superintendents, principals, and teachers toward the impact of collective bargaining upon the functional role of the public high-school principal in Michigan.

Minimum standards had been established to determine if there were significant differences among the respondents. It had been established that if the respondents perceived three or more of the five component roles to have been affected, then it would be stated that collective bargaining had a significant impact on the functional role of the public high-school principal in Michigan. Also it had been established that if the respondents perceived two or less of the component

roles of the principal had been affected, then no significant impact would have been made on the functional role of the public high-school principal in Michigan by collective bargaining.

The results of the study then were analyzed using these guidelines. Using these guidelines the superintendents perceived three of the five component roles to be statistically significant from the overall scores. These roles were the Instructional role, the Personnel role, and the Pupil-services role. The results for the superintendents supported the conclusion that collective bargaining had made a significant impact on the functional role of the public high-school principal in Michigan.

Using these guidelines, the principals perceived one component role to have been statistically significant from the overall scores. That role was the Pupil-services role. The results for the principals supported the conclusion that collective bargaining had not made a significant impact on the functional role of the public high-school principal in Michigan.

Using these guidelines, the teachers perceived two of the five component roles to have been statistically significant from the overall scores. These two roles were the Instructional role and the Professional-relations role. The results for the teachers supported

the conclusion that collective bargaining had not made a significant impact on the functional role of the public high-school principal in Michigan.

The conclusion of this study is that there exists a significant difference in the perceptions among superintendents, principals, and teachers toward the impact of collective bargaining upon the functional role of the public high-school principal in Michigan.

Comparison to Other Studies

When comparing the data gathered in the present study to that of previous studies, a pattern of similarities emerges. Table 29 illustrates these similarities.

The pattern was best illustrated by means of comparison of like items. In the present study the following have been determined to have been expanded as a result of collective bargaining:

Role expanded: (Clark)

Teacher evaluation (54 percent)

Assignment of supervision (44 percent)

Community and school relations (46 percent)

Teacher-principal rapport (42 percent)

Among other studies that found items to have been expanded were those conducted by Perry and Wildman (1962), Allen and Schmidt (1966), King (1969), Minney (1970), Eiche (1971), Peterson (1975), and Newby (1977).

TABLE 29
A FIVE-STUDY COMPARISON OF THE PERCEIVED IMPACT OF COLLECTIVE
BARGAINING USING COMMON ITEMS AND RESPONSES

| Item | Etche | | | Minney | | | Peterson | | | Smith | | | Clark | | |
|---|-------------|--------------|-----------|-------------|--------------|-----------|-------------|--------------|-----------|-------------|--------------|-----------|-------------|--------------|-----------|
| | Role Ex. | Role Lim. | No Ef. | Role Ex. | Role Lim. | No Ef. | Role Ex. | Role Lim. | No Ef. | Role Ex. | Role Lim. | No Ef. | Role Ex. | Role Lim. | No Ef. |
| Teacher transfer | | | 50% | | | x | | | | | | | | | |
| Teacher dismissal | | | 50% | | | x | | | | | | | | | |
| Coverage of classes | | | 50% | | | x | | | | | | | | | |
| Teacher evaluation | | | | | | | | | | | | | | | |
| In-service | | | x | | | | | | | | | | | | |
| Assignment of extracurricular duties | | | x | | | | | | | | | | | | |
| Assignment of supervisors | | | x | | | | | | | | | | | | |
| Supervision of instructors | | | x | | | | | | | | | | | | |
| Improving staff morale | | | x | | | | | | | | | | | | |
| Provision of in-service for instruction | | | x | | | | | | | | | | | | |
| Class size | | | | | | | | | | | | | | | |
| Teacher discipline code | | | x | | | | | | | | | | | | |
| Business and plant management | | | x | | | | | | | | | | | | |
| Community and school relations | | | | | | | | | | | | | | | |
| Teacher load | | | | | | | | | | | | | | | |
| Teacher reassignment | | | | | | | | | | | | | | | |
| Teacher and principal rapport | | | | | | | | | | | | | | | |

In these studies the researchers determined several other items to have been expanded. A partial listing shows the following findings from their studies:

Assignment of supervision:

Perry and Wildman (1962)

Community/School relations:

King (1969)

Eiche (1971)

Teacher evaluations:

Minney (1970)

Eiche (1971)

Peterson (1975)

Staff morale:

Eiche (1971)

Rapport with administration:

Eiche (1971)

In the present study the following have been determined to have been limited as a result of collective bargaining:

Role limited: (Clark)

Teacher transfer (45 percent)

Teacher dismissal (49 percent)

Assignment of extracurricular duties (51 percent)

Class size (56 percent)

Teacher-principal rapport (42 percent)

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Other studies have found items to have been limited by the influence of collective bargaining. Brandstetter (1970) and Nighswander and Klahn (1977) found a majority of their respondents perceived collective bargaining to have limiting effects on them.

Among the studies that found items to be limiting on the respondents were some of the following. These studies used some of the same line items in their research:

Teacher transfer:

Allen and Schmidt (1966)

Smith (1970)

Minney (1970)

Eiche (1971)

Newby (1977)

Teacher dismissal:

Minney (1970)

Eiche (1971)

Newby (1977)

Assignment of extracurricular duties:

Minney (1970)

Eiche (1971)

Class size:

Smith (1970)

Minney (1970)

Eiche (1971)

Teacher-principal rapport:

Allen and Schmidt (1966)

Minney (1970)

Peterson (1975)

Student discipline:

Smith (1970)

Eiche (1971)

In the present study the following have been determined to have had no effect on the principals as a result of collective bargaining:

No effect: (Clark)

Teacher discipline code (Developing and enacting student discipline) (66 percent)

Business and plant management (Determining policies for building use by non-school groups) (83 percent)

Within the comparison studies already mentioned, the following are determined to have been perceived as no effect:

Business and plant management:

Allen and Schmidt (1966)

The remainder of the major findings in these comparison studies are subjectively labeled as "autonomy." Eiche (1971) found that the principal had lost authority; Brandstetter (1970) claimed that two of three participants had "freedom" when there was no bargained contract. Further, he found that 95 percent of

the participants claimed that the bargained contract alone was responsible for the loss of freedom. Perhaps the most adamant comment was provided in the findings of Nighswander and Klahn (1977) where they found that nothing, according to their respondents, had been strengthened as a result of bargaining.

The data in table 29 are presented as a base for comparing and contrasting the results of the present study with other studies on collective bargaining.

Comments Made by Respondents

Forty-three percent (129 of 300) of the respondents shared their comments in the space provided.

Forty percent (40 of 100) of the superintendents used the comment section. Judging from their comments, the superintendents are more evenly divided between role-limited and role-expanded than are the principals. Forty percent (16 of 40) perceived the principal's role to be expanded, 52 percent (21 of 40) perceived the role to be limited, and 7.5 percent (3 of 40) perceived no effect as representative of their view.

Within the ranks of the principals, 44 percent (44 of 100) commented. This group perceived their role to have been significantly influenced by collective

bargaining. Twenty-seven percent (12 of 44) perceived their functional role to have been expanded by collective bargaining. Sixty-eight percent (30 of 44) claimed that collective bargaining had limited them. The remaining 4 percent (2 of 44) stated that no effect best described their position.

In the teacher group, 45 percent (45 of 100) commented. Fifty-one percent of these (23 of 45) perceived collective bargaining to have expanded the role of the principal. Thirty-five percent (16 of 45) perceived the principal's role to have been limited, and 13 percent (6 of 45) commented that they perceived no effect on the principal as a result of collective bargaining.

When aggregate tallies were studied, the results showed superintendents to occupy the median position. Forty-three percent (129 of 300) of all respondents commented. Nearly 40 percent (51 of 129) perceived the principals' role to have been expanded. Further investigation showed that of the 39 percent who favored the role-expanded category, superintendents comprised 31.4 percent (16 of 51), principals, 23.5 percent (12 of 51), and teachers 45 percent (23 of 51).

Table 30 shows the data for those respondents who commented in the space provided on the questionnaire. The table includes data by respondent title

and percentages of respondents who made comments.

TABLE 3C

RAW-SCORE DATA AND PERCENTAGE OF RESPONDENTS WHO
COMMENTED ON THE QUESTIONNAIRE: BY TITLE

| Respondent Title | Number Commenting | Number Possible | Percentage |
|---------------------|----------------------|--------------------|------------|
| Superintendent | 40 | 100 | 40 |
| Principal | 44 | 100 | 44 |
| Teacher | 45 | 100 | 45 |
| Total | 129 | 300 | 43 |

Role-expanded was the second most chosen response made by the commenting respondents. Some 39.5 percent (51 of 129) of the commentators chose role-expanded. Of those choosing this role, sixteen (12.4 percent) were superintendents, twelve (9.3 percent) were principals, and twenty-three (17.8 percent) were teachers. Table 31 shows the data to reflect these figures.

Role-limited was the most often selected perception of the commenting respondents. Nearly 52 percent (67 of 129) chose role-limited. Of those indicating role-limited, twenty-one (16.3 percent) were superintendents, thirty (23.3 percent) were principals, and sixteen (12.4 percent) were teachers. Table 32 shows the data to reflect these figures.

TABLE 31

RAW-SCORE DATA AND PERCENTAGE OF RESPONDENTS
WHO COMMENTED ON THE QUESTIONNAIRE BY
RESPONSE: ROLE-EXPANDED

| Respondent Title | Number | Percentage |
|------------------|--------|------------|
| Superintendent | 16 | 12.40 |
| Principal | 12 | 9.30 |
| Teacher | 23 | 17.83 |
| Total | 51 | 39.53 |

TABLE 32

RAW-SCORE DATA AND PERCENTAGE OF RESPONDENTS WHO
COMMENTED ON THE QUESTIONNAIRE BY RESPONSE:
ROLE-LIMITED

| Respondent Title | Number | Percentage |
|------------------|--------|------------|
| Superintendent | 21 | 16.28 |
| Principal | 30 | 23.26 |
| Teacher | 16 | 12.40 |
| Total | 67 | 51.94 |

The no-effect category garnered the smallest number of tallies. Less than 9 percent (8.53 percent, or 11 of 129) chose this response. Three superintendents indicated no effect, which constituted less than

3 percent (2.3 percent, or 33 or 129) of the respondents. Less than 2 percent (1.55 percent, or 2 of 129) of the principals chose no effect. In the teacher's group, less than 5 percent (4.65 percent, or 6 of 129) indicated that no effect represented their perception. Table 33 shows the data to reflect those who responded by selecting the no-effect response.

TABLE 33

RAW-SCORE DATA AND PERCENTAGE OF RESPONDENTS WHO COMMENTED ON THE QUESTIONNAIRE BY RESPONSE:
NO EFFECT

| Respondent Title | Number | Percentage |
|------------------|--------|------------|
| Superintendent | 3 | 2.33 |
| Principal | 2 | 1.55 |
| Teacher | 6 | 4.65 |
| Total | 11 | 8.53 |

The tables reflect but a small part of the intensity of the commenting respondents. Appendix C contains the comments made by this group of respondents.

Using the arbitrary classifications of "negative connotations," "positive connotations," and "mixed connotations" as points of reference, the superintendents made the most negative comments (16). The

teachers made ten negative comments, which placed them in the middle of the three groups. The principals made the fewest negative comments (9). Using the positive comments for a guideline resulted in the teachers making the most comments (6), while the principals and superintendents were tied at three for making the fewest number of positive comments.

The teachers who commented thrust strong emotions onto the paper. Among the negative comments the idea of professionalism was addressed (" . . . collective bargaining has been the death blow to professionalism'). The notion of competing was mentioned (" . . . collective bargaining protects the incompetent"). The effect of daily relationships was shared (" . . . collective bargaining has fostered a factory philosophy"). The element of power was written on (" . . . collective bargaining has stripped the principal of his power"). The teachers also wrote of the positive influence made by collective bargaining. The issue of favoritism was shared (" . . . collective bargaining has cut down on favoritism"). The union view was given (" . . . collective bargaining made the principal listen to the union view"). The item of personal whim was given by one teacher (" . . . collective bargaining has kept the principal from acting on personal whim").

For the commenting principals the effect of

collective bargaining was more negative than positive. The role of the principal was mentioned (" . . . collective bargaining has caused the principal to be largely ignored"). The question of control was raised (" . . . collective bargaining raised the question: who is running the schools?"). The issue of impact was made (" . . . collective bargaining has improved the lot of teachers at the expense of everything else"). On the positive side, the commenting principals noted that (" . . . collective bargaining has made education more of a team effort"). The idea of guidelines for the principal was mentioned (" . . . collective bargaining has given guidelines to leaders. The master agreement is not a threat to a good administrator").

For the commenting superintendents collective bargaining was primarily seen as a negative force. The philosophy issue was raised (" . . . collective bargaining has made the unions support the weakest link and formed an 'us' and 'them' philosophy"). Alienation was brought up (" . . . collective bargaining has been the cause of professional alienation"). The quality of education was written on (" . . . collective bargaining caused compromise and loss for education"). Intentions were discussed (" . . . collective bargaining has been the reverse of its intentions"). The control issue was raised (" . . . collective bargaining has limited the

role of the principal. Schools are now being run by the court and court orders"). The question of power was raised (" . . . collective bargaining has stripped the principal of his power"). The commenting superintendents had little to say about what was positive about collective bargaining. The issue of time was discussed (" . . . collective bargaining has altered the use of the principal's time. He gets more done"). Also the question of care was addressed (" . . . collective bargaining has made the principal do everything with more care").

The commenting respondents felt that collective bargaining had made a considerable impact on the principal. This group perceived most of the impact to be negative.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter V presents a summary of the study along with a discussion of the findings of the study. Conclusions are drawn and recommendations for further study are made.

Summary

The purpose of this study was to determine if there exists a significant difference in the perceptions among superintendents, principals, and teachers toward the impact of the functional role of the public high-school principal in Michigan.

The data from this study show that the impact of collective bargaining has been considerable on the principal in particular, and on education in general. The task before the practicing educators in Michigan is how to respond to these findings. More than reporting of results needs to be done. Action needs to be taken to inform all concerned of the impact of collective bargaining. Chief among those who need factual information are the students and the public. Too often the students remain unaware of the impact of collective

bargaining. The "paying public" often remains external to the bargaining process. The state of Florida has addressed this issue by mandating the bargaining be done in a public setting. This idea is ripe for implementation in Michigan.

The advent of collective bargaining in the public sector of education has been a recent development. In 1965 the state legislature in Michigan enacted Public Act 379. This established the right for teachers and nonadministrative employees to bargain for wages, benefits, and working conditions with their respective boards of education.

The perceived impact of bargaining on the five roles of the principal

The data were subjected to a chi-square analysis test to determine significance. This test was used as the basis for determining the impact of collective bargaining on the functional role of the principal.

For the superintendents three of the five subcomponent roles were perceived as being statistically significant. These were the Instructional role, the Personnel role, and the Pupil-services role. For the principals one of the five subcomponent roles was perceived as being statistically significant. That was the Personnel role. For the teachers two of the five

subcomponent roles were perceived as being statistically significant. These were the Instructional and the Professional-relations roles.

Analysis of the Instructional role

Within the Instructional role each item was analyzed by using the chi-square test of significance.

Item A, Assigning classes to staff, was not perceived to be statistically different from the overall responses by the superintendents or the principals. It was perceived by the teachers to be statistically different. Item B, Assigning sponsorships of extracurricular activities to staff, was perceived by all respondent groups to be statistically different than had been expected. Item C, Developing and revising the curriculum, was perceived by all respondent groups to be statistically nonsignificant. Item D, Supervising instruction, was perceived as statistically different than expected for the administrators while the teachers perceived this item as being statistically nonsignificant. Item E, Improving staff morale, was perceived as being statistically different than expected by the superintendents but statistically nonsignificant by the principals and the teachers. Item F, Recommending and processing instructional materials, was perceived by all respondent groups to be statistically nonsignificant.

Item G, Helping to establish a school budget, was perceived by all respondent groups to be statistically nonsignificant.

When subjected to chi-square analysis, the aggregate scores in this role produced a statistically significant score for the superintendents and the teachers. The principals perceived this role as statistically nonsignificant.

Analysis of Personnel- management role

Within the Personnel management role each item was analyzed by using the chi-square test of significance.

Item A, Determining staff needs, was perceived as statistically different than was expected by the superintendents and principals. The teachers perceived this item as being statistically nonsignificant. Item B, Interviewing and selecting new staff, was perceived by all respondent groups to be statistically different than was expected. Item C, Evaluating teacher performance, was perceived by all respondent groups to be statistically different than was expected. Item D, Transferring teachers, was perceived as being statistically different than expected by the superintendents and teachers but as statistically nonsignificant by the principals. Item E, Promoting teachers, was perceived

as being statistically different than expected by all respondent groups. Item F, Dismissing teachers, was perceived as being statistically different than expected by all respondent groups. Item G, Ability to grant teachers' personal requests, was perceived as being statistically different than expected by the superintendents and principals. The teachers perceived this item as being statistically nonsignificant.

When subjected to chi-square analysis, the aggregate scores in this role produced a statistically significant score for the superintendents. The aggregate scores for the principals and teachers produced a statistically nonsignificant score.

Analysis of the Pupil-services role

Within the Pupil-services role each item was analyzed by using the chi-square test of significance.

Item A, Determining class sizes, was perceived by all responding groups to be statistically different than expected. Item B, Developing student-attendance policies, was perceived by all responding groups to be statistically different than expected. Item C, Developing and enacting extracurricular activities, was perceived by all responding groups to be statistically different than expected. Item D, Developing and enacting student-attendance policies, was perceived as being

statistically different than expected by all responding groups. Item E, Developing and enacting student discipline, was perceived as being statistically different than expected by all responding groups. Item F, Providing classes for special-needs students, was perceived as being statistically different than expected by all responding groups. Item G, Developing and enacting guidance services for students, was perceived as being statistically different than expected by all responding groups. Item H, Determining policies for building use by non-school groups, was perceived as being statistically different than expected by all responding groups.

When subjected to chi-square analysis, the aggregate scores in this role produced a statistically significant score for the superintendents and principals. The chi-square score for the teachers was non-significant.

Analysis of School- and community-relations role

Within the School and community relations role each item was analyzed by using the chi-square test of significance. Item A, Gaining support from the community on school issues, was perceived as statistically nonsignificant by the superintendents and teachers. The principals perceived it as being statistically different than expected. Item B, Representing the school

to the community, was perceived as statistically non-significant by the superintendents and the teachers. The principals perceived it as being statistically different than expected. Item C, Arranging parent-teacher conferences (contacts), was perceived as being statistically different than expected by the superintendents and principals. The teachers perceived this item as being statistically nonsignificant. Item D, Alerting the community to program planning and development, was perceived as being statistically different than expected by the superintendents and principals. The teachers perceived this item as being statistically non-significant.

When subjected to chi-square analysis the aggregate scores in this role produced a statistically nonsignificant score for all of the responding groups.

Analysis of Professional-relations role

Within the Professional-relations role each item was analyzed by using the chi-square test of significance.

Item A, Improving the principal-teacher relationship, was perceived as being statistically different than was expected by all respondent groups. Item B, Improving the principal-parent relationship, was perceived as being statistically different than was

expected by the teachers. The superintendents and principals perceived this item as being statistically nonsignificant. Item C, Improving the principal-central administration relationship, was perceived as being statistically nonsignificant by all responding groups. Item D, Improving the principal-student relationship, was perceived as being statistically nonsignificant by all responding groups. Item E, Improving the principal-board of education relationship, was perceived as being statistically nonsignificant by all responding groups.

When subjected to chi-square analysis, the aggregate scores in this role produced a statistically significant score for the teachers. For the superintendents and principals the chi-square score was statistically nonsignificant.

Results of the analyzed
data on the stated
hypothesis of this study

The analysis of the data in this study showed there was a significant difference in the perceptions among superintendents, principals, and teachers toward the impact of collective bargaining upon the functional role of the public high-school principal in Michigan. The analysis of the data showed that the superintendents perceived three subcomponent roles to be significantly influenced by collective bargaining. The principals

in this study perceived one subcomponent role to be significantly influenced by collective bargaining. The teachers in this study perceived two of the subcomponent roles to be significantly influenced by collective bargaining.

Conclusions

The following conclusions are based on the analysis of the data obtained from a set of questionnaires administered to a random selection of three hundred superintendents, principals, and teachers from the 529 public K-12 school districts in the state of Michigan:

1. There is a significant difference among the perceptions of the respondents of this study on the impact of collective bargaining on the functional role of the public high-school principal in Michigan.

2. Collective bargaining has significantly altered the perceptions of the respondents of this study on the functional role of the public high-school principal in Michigan.

3. Superintendents and teachers perceived there to be a greater impact on the principal made by collective bargaining than did the principals.

4. Daily contact with each other has made a significant contribution to the perceptions of

principals and teachers of the impact of collective bargaining.

5. Community-school relations have been minimally affected by collective bargaining.

6. The Personnel role of the principal has been significantly affected by collective bargaining.

7. Of the three responding groups, the superintendents perceived collective bargaining to have made the greatest impact on the principals; the principals perceived the impact of collective bargaining to be the least of the three responding groups.

Recommendations

The following recommendations are presented herewith for consideration, discussion, and possible adoption:

1. It is recommended that a study be made of administrators who have organized into bargaining units. This was done on a selected basis by McConnell (1973). The scope of this study should be expanded to the state level.

2. It is recommended that in-service programs be negotiated into the contract to address the impact of collective bargaining on all educators. Dunlap (1978) and Hamer (1979) addressed this in a general

context. This issue should be studied by all educators in Michigan.

3. It is recommended that alternatives be sought to the "adversarial role" of conflict management. The work of Rosenthal (1969), Cheng (1976), and Herdon (1979) could be used as a foundation. Presently there is much attention in the print and visual media on the success of "working together." These two statements should be the focus of a new wave of being successful together in education.

4. It is recommended that new information relating to collective bargaining be systematically disseminated. Among those who should receive this new information should be Boards of Education, the "paying public," and an advocate for the students.

5. It is recommended that all teacher preparatory institutions include coursework concerning the impact of collective bargaining in their curriculum. It is suggested that this pre-service setting is an appropriate place and time to address this major force in education.

This study indicates a number of areas where further research is essential to answer the questions that resulted:

1. It is recommended that further study be

done to determine the impact of collective bargaining on principals in states other than Michigan.

2. It is also recommended that a study be made to determine to what degree members of boards of education believe the impact of collective bargaining to be on education.

3. It is further recommended that a study be made of the effect of administrative stability, measured in years in one district, has on the impact of collective bargaining on the principal.

4. It is recommended lastly that a replication of this study be carried out in five years to determine what impact time has had on the effect of collective bargaining and the principal.

APPENDIX A
COLLECTIVE BARGAINING QUESTIONNAIRE
AND INSTRUCTION SHEET

David R. Clark
5771 Cleveland Avenue
Stevensville, MI 49127

Doctoral Candidate
Andrews University
Berrien Springs, MI 49103

PART ONE: DEMOGRAPHIC INFORMATION

Your Name _____

School District _____

Job Title:

1. Superintendent _____

2. Principal _____

3. Teacher _____

Number of years in current position _____

Total number of years in school administration _____
(Superintendents and principals)

Total number of years in education _____
(All respondents)

Please indicate your highest degree achieved:

1. Bachelor's degree _____

2. Master's degree _____

3. Specialist's degree _____

4. Doctorate degree _____

5. Other _____

In your opinion, generally what effect has collective bargaining had on the overall functional role of the Michigan High-School principal?

1. Role Expanded _____

2. Role Limited _____

3. No effect _____

PART TWO: CHECKLIST QUESTIONNAIRE

Five roles of the senior high-school principal have been selected for this study. Place an X on the line below "Role Expanded," "Role Limited," and "No Effect," which best describes your view on the impact of collective bargaining upon each of the listed role statements. "Role" should be considered that of the principal in your setting.

| | <u>1</u> Role <u>Expanded</u> | <u>2</u> Role <u>Limited</u> | <u>3</u> No <u>Effect</u> |
|--|-------------------------------------|------------------------------------|---------------------------------|
| <u>I. Instructional Role</u> | | | |
| A. Assigning classes to staff | _____ | _____ | _____ |
| B. Assigning sponsorships of extracurricular activities to staff | _____ | _____ | _____ |
| C. Developing and revising the curriculum | _____ | _____ | _____ |
| D. Supervising instruction | _____ | _____ | _____ |
| E. Improving staff morale | _____ | _____ | _____ |
| F. Recommending and processing instructional materials | _____ | _____ | _____ |
| G. Helping to establish a school budget | _____ | _____ | _____ |
| <u>II. Personnel Management</u> | | | |
| A. Determining staff needs | _____ | _____ | _____ |
| B. Interviewing and selecting new staff | _____ | _____ | _____ |
| C. Evaluating teacher performance | _____ | _____ | _____ |
| D. Transferring teachers | _____ | _____ | _____ |
| E. Promoting teachers | _____ | _____ | _____ |
| F. Dismissing teachers | _____ | _____ | _____ |
| G. Ability to grant teachers' personal requests | _____ | _____ | _____ |

| | <u>1</u> R \bar{o} le <u>Expanded</u> | <u>2</u> R \bar{o} le <u>Limited</u> | <u>3</u> N \bar{o} <u>Effect</u> |
|---|---|--|--|
| <u>III. Pupil Services</u> | | | |
| A. Determining class sizes | _____ | _____ | _____ |
| B. Developing student attendance policies | _____ | _____ | _____ |
| C. Developing and enacting extracurricular activities | _____ | _____ | _____ |
| D. Developing and enacting student attendance policies | _____ | _____ | _____ |
| E. Developing and enacting student discipline | _____ | _____ | _____ |
| F. Providing classes for special needs students | _____ | _____ | _____ |
| G. Developing and enacting guidance services for students | _____ | _____ | _____ |
| H. Determining policies for building use by non-school groups | _____ | _____ | _____ |
| <u>IV. School and Community Relations</u> | | | |
| A. Gaining support from the community on school issues | _____ | _____ | _____ |
| B. Representing the school to the community | _____ | _____ | _____ |
| C. Arranging parent-teacher conferences (contacts) | _____ | _____ | _____ |
| D. Alerting the community to program planning and development | _____ | _____ | _____ |
| <u>V. Professional Relations</u> | | | |
| A. Improving the principal-teacher relationship | _____ | _____ | _____ |
| B. Improving the principal-parent relationship | _____ | _____ | _____ |

| | <u>1</u> RÖle <u>Expanded</u> | <u>2</u> RÖle <u>Limited</u> | <u>3</u> <u>No</u> <u>Effect</u> |
|--|-------------------------------------|------------------------------------|--|
| C. Improving the principal-central administration relationship | _____ | _____ | _____ |
| D. Improving the principal-student relationship | _____ | _____ | _____ |
| E. Improving the principal-board of education relationship | _____ | _____ | _____ |

ROLE EXPANDED

1. As a result of collective bargaining this segment of the principal's job requires more time by the principal on this task.
2. As a result of collective bargaining this segment of the principal's job requires more attention by the principal on this task.
3. As a result of collective bargaining this segment of the principal's job is mandated as a specific duty of the principal.
4. As a result of collective bargaining this segment of the principal's job is expanded, i.e., requires that he/she do more, from that which existed prior to the present negotiated settlement.

ROLE LIMITED

1. As a result of collective bargaining this segment of the principal's job requires less time by the principal on this task.
2. As a result of collective bargaining this segment of the principal's job requires less attention by the principal on this task.
3. As a result of collective bargaining this segment of the principal's job is mandated as a specific duty for someone other than the principal.
4. As a result of collective bargaining this segment of the principal's job is limited, i.e., requires that he/she does less, from that which existed prior to the present negotiated settlement.

APPENDIX B
LETTERS AND CARDS

COPY OF NOTIFICATION CARD

April 27, 1982

Dear Mr. Superintendent:

I am working with the MASSP in a study of the perceptions of educators on the impact of collective bargaining on the Michigan high-school principal. You were selected by random analysis to participate in this study. In a few days, you will receive a short QUESTIONNAIRE as part of the study. It is VERY IMPORTANT that all members of the sample respond. Please watch for the arrival of your QUESTIONNAIRE. Thank you for your cooperation.

David R. Clark
Assistant Principal
Lakeshore High School
5771 Cleveland Avenue
Stevensville, MI 49127

Lakeshore Public Schools

5771 CLEVELAND AVE - STEVENSVILLE, MICHIGAN 49127

May 3, 1982

Dear Superintendent:

Hundreds of superintendents like yourself are serving education in the state of Michigan. There is a need for the Michigan Association of Secondary School Principals, as well as educators in general, to know of the impact of collective bargaining on the functional role of the public school principal. As a public school administrator, and a graduate student at Andrews University, I am working with MASSP in conducting a research project to provide the needed information to measure this impact. You are one in 106 superintendents selected at random to participate in this study. I am requesting that in addition to your completing the questionnaire, please select one of your high school principals, and a teacher on your staff to complete this instrument. For statistical accuracy, it is most important that all participants respond to this survey.

The enclosed survey will take about five minutes of your time to complete. When completed, please return it in the stamped, self-addressed envelope provided. All information will be treated in a confidential and professional manner.

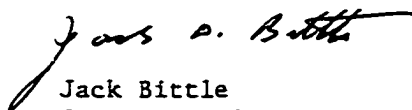
We know that your time is valuable and we appreciate your willingness to cooperate with this study. Thank you for your assistance and for your prompt reply.

Sincerely,

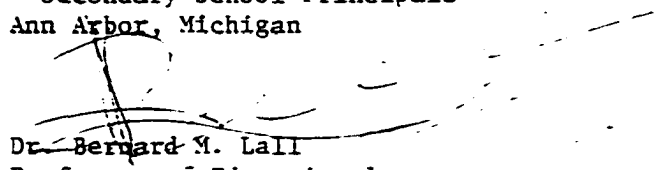


David R. Clark
Assistant Principal

Endorsed By:



Jack Bittle
Executive Director
Michigan Association of
Secondary School Principals
Ann Arbor, Michigan



Dr. Bernard M. Lall
Professor of Educational
Administration
Andrews University
Berrien Springs, Michigan

DRC:db

Enclosure

COPY OF THIRD MAILING: THANK-YOU/FOLLOW-UP CARD

May 18, 1982

Dear Superintendent:

A few days ago, I mailed you a QUESTIONNAIRE as part of a study of Michigan educators on collective bargaining. It is most important that all of the QUESTIONNAIRES be RETURNED so that the study will produce valid results. I appreciate your cooperation with the study. If you have not already returned the QUESTIONNAIRE, PLEASE do so IMMEDIATELY.

Thank you.

David R. Clark
Lakeshore Public Schools
5771 Cleveland Avenue
Stevensville, MI 49127

ANNOUNCEMENT LABELS USED ON EACH MAILING

First Mailing: YOU are going to get it . . .
 A Collective Bargaining
 Impact Perceptual Study . . .
 . . . coming soon.

Second Mailing: Here it is . . .
 A Collective Bargaining
 Impact Perceptual Study . . .
 . . . Return immediately.

Third Mailing: I sure hope you RECEIVED,
 COMPLETED AND RETURNED--
 the Collective Bargaining
 Impact Perceptual Study . . .

Fourth Mailing: The Collective Bargaining Impact
 perceptual study... Still time
 to return it. We need your
 REPLY!!!!

Fifth Mailing: ALMOST FINISHED!!!!!!!!!!!!!!
 The Collective Bargaining
 Perceptual Impact Study...
 SEND your DATA (please!!).

The above labels were placed in the lower-left-hand corner of each mailing. Each label was given a red border to create some continuity among the mailings.

COPY OF TELEPHONE FOLLOW-UP CARD

June 3, 1982

Dear Rom,

You have indicated in our telephone conversation your willingness to complete my questionnaire. Thank you for your pledged cooperation.

Three additional copies of the questionnaire have been enclosed to assist you. Also, you will find a stamped, self-addressed envelope for your use.

Again, thank you for your assistance and cooperation.

David R. Clark
Lakeshore Public Schools
5771 Cleveland Avenue
Stevensville, MI 49127

APPENDIX C

SUMMARY OF COMMENTS MADE BY RESPONDENTS
TO THE QUESTIONNAIRES

SUMMARY OF COMMENTS MADE BY
RESPONDENTS TO THE
QUESTIONNAIRE

These are a compilation of written comments. There are separate sections for teachers, principals, and superintendents. A label has been given to the comments to assist the reader to quickly identify the "tone" of each comment. The labels are "negative connotation," "positive connotation," and "mixed connotation."

TEACHERS

The majority of commenting teachers perceived the principal to have been placed in an expanded role as a result of collective bargaining. Several teachers addressed the claim that the good done by collective bargaining counters the expanded demands made on the principals.

"Negative Connotations"

[Collective bargaining has ...]

"... been the death blow to professionalism."

"... protected the incompetent."

"... tied the hands of the principal and limited his options."

"... fostered a factory philosophy."

"... limited the principal's flexibility."

"... placed the principal in the middle of a power struggle."

"... caused the principal to move away from the teachers."

"... stripped the principal of his power."

"... placed greater demands on the principal while limiting his options."

"... eliminated trust and understanding while making the contract the God of education."

"Positive Connotations"

[Collective bargaining has ...]

"...forced the principal to improve staff relations."

"...cut down on favoritism."

"...made the principal listen to the union view."

"...caused little change. A good administrator won't be threatened."

"...caused roles and duties to be sharply defined."

"...kept the principal from acting on a personal whim."

"Mixed Connotations"

[Collective bargaining has . . .]

"...placed the principal at the mercy of the Board--they are the villain."

"...placed the principal in a 'no-win' situation."

"...the money and benefits are good but the relationship is poor."

PRINCIPALS

The majority (68 percent) of the commenting principals perceive collective bargaining as limiting their professionalism and productivity. A smaller number of principals viewed collective bargaining as a tool to be used.

"Negative Connotations"

[Collective bargaining has . . .]

"...made the role of the principal more complex and thus the principal [is] less effective."

"...caused the principal to be largely ignored."

"...been the source of stress and 'burnout.'"

"...severely damaged traditional roles."

"...made the role of the principal more procedural."

"...raised the question: Who is running the schools?"

"...improved the lot of the teachers at the expense of everything else."

"...has greatly reduced the role of the middle man."

"...caused the principal to fill in where the teachers used to volunteer."

"Positive Connotations"

[Collective bargaining has . . .]

"...made education more of a team effort."

"...eliminated mistreatment."

"...given guidelines to leaders. The master agreement is not a threat to a good administrator."

SUPERINTENDENTS

The majority (52.5 percent) of these educational leaders commented negatively of the effects of collective bargaining. This majority claimed collective bargaining to be limiting to them professionally.

"Negative Connotations"

[Collective bargaining has . . .]

"...caused the principal to work harder, be more diplomatic, more consistent--and for what?"

"...made the unions support the weakest link and formed an 'us' and 'them' philosophy."

"...been the cause of professional alienation."

"...caused the principal to spend his time differently and to limit his power."

"...caused several negative things to happen: teacher bitterness, a don't care attitude, stress, and loss of management rights."

"...caused compromise and a loss for education."

"...limited professionalism and lessened dedication."

"...caused the principal to use more time for the same results."

"...a negative effect on education and its quality."

"...been the reverse of its intentions."

"...made the principals' job the most difficult in all of education."

"...limited the role of the principal. Schools are now being run by the court and court orders."

"...made the principal inflexible. Use of judgment is inhibited."

"...caused impairable [sic] harm to school districts in the state."

"...placed the interest of the teacher over that of the student."

"...stripped the principal of his power."

"Positive Connotations"

[Collective bargaining has . . .]

"...altered the use of the principals' time. He gets more done."

"...allowed power sharing which is not a threat."

"...made the principal do everything with more care."

APPENDIX D

TABLES OF RESPONDENT SCORES AND CHI-SQUARE
SCORES FOR INDIVIDUAL ITEMS ON
THE QUESTIONNAIRE

TABLE 34

RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 1.A:
ASSIGNING CLASSES TO STAFF

| Title | Responses | | | | | | | |
|----------------|---------------|----------|--------------|----------|-----------|----------|-------|----------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | χ^2 | n | χ^2 | n | χ^2 | n | χ^2 |
| Superintendent | 31 | .06 | 43 | .92 | 26 | .64 | 100 | 1.62 N |
| Principal | 29 | .02 | 33 | .00 | 38 | .01 | 100 | .03 N |
| Teacher | 40 | 3.12 | 33 | 1.41 | 27 | 5.87 | 100 | 10.40 S |
| Total | 100 | | 109 | | 91 | | 300 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

TABLE 35
 RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 1.B:
 ACTIVITIES TO STAFF

| Title | Responses | | | | | | | |
|----------------|---------------|----------|--------------|----------|-----------|----------|-------|----------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | χ^2 | n | χ^2 | n | χ^2 | n | χ^2 |
| Superintendent | 25 | 11.71 | 63 | 18.00 | 12 | 11.16 | 100 | 40.87 S |
| Principal | 31 | .06 | 51 | 9.82 | 18 | 9.98 | 100 | 19.86 S |
| Teacher | 15 | 7.71 | 44 | 10.94 | 41 | .08 | 100 | 18.73 S |
| Total | 71 | | 158 | | 71 | | 300 | |

$\chi^2 .05(2) = 5.99$
 S = significant; N = non-significant

TABLE 36

RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 1.C:
DEVELOPING AND REVISING THE CURRICULUM

| Title | Responses | | | | | | | |
|----------------|---------------|----------|--------------|----------|-----------|----------|-------|----------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | χ^2 | n | χ^2 | n | χ^2 | n | χ^2 |
| Superintendent | 31 | .06 | 33 | .46 | 36 | 1.02 | 100 | 1.54 N |
| Principal | 28 | .10 | 29 | .48 | 43 | .86 | 100 | 1.44 N |
| Teacher | 27 | .36 | 25 | .12 | 48 | .62 | 100 | 1.10 N |
| Total | 86 | | 87 | | 127 | | 300 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

TABLE 37
 RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 1.D
 SUPERVISING INSTRUCTION

| Title | Responses | | | | | | | |
|----------------|---------------|----------|--------------|----------|-----------|----------|-------|----------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | χ^2 | n | χ^2 | n | χ^2 | n | χ^2 |
| Superintendent | 47 | 6.55 | 34 | .27 | 19 | 4.29 | 100 | 11.11 S |
| Principal | 44 | 6.87 | 37 | .48 | 19 | 8.97 | 100 | 16.32 S |
| Teacher | 41 | 3.79 | 25 | .13 | 34 | 1.83 | 100 | 5.76 N |
| Total | 132 | | 96 | | 72 | | 300 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

TABLE 38
 RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 1.E:
 IMPROVING STAFF MORALE

| Title | Responses | | | Total n | Total χ^2 |
|----------------|-----------------------|----------------------|-------------------|------------|-------------------|
| | Role Expanded n | Role Limited n | No Effect n | | |
| Superintendent | 45 4.87 | 34 .27 | 21 2.92 | 100 | 8.06 S |
| Principal | 35 .94 | 38 .75 | 27 2.84 | 100 | 4.53 N |
| Teacher | 35 .73 | 20 1.75 | 45 .11 | 100 | 2.59 N |
| Total | 115 | 92 | 93 | 300 | |

$\chi^2 .05(2) = 5.99$
 S = significant; N = non-significant

TABLE 39
 RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 1.F:
 RECOMMENDING AND PROCESSING
 INSTRUCTIONAL MATERIALS

| Title | Responses | | | | | | | |
|----------------|---------------|----------------|--------------|----------------|-----------|----------------|-------|----------------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | X ² | n | X ² | n | X ² | n | X ² |
| Superintendent | 23 | 2.74 | 28 | 2.25 | 49 | 11.33 | 100 | 16.32 S |
| Principal | 20 | 3.18 | 21 | 4.36 | 59 | 12.65 | 100 | 20.19 S |
| Teacher | 15 | 7.71 | 26 | .03 | 59 | 6.08 | 100 | 13.82 S |
| Total | 58 | | 75 | | 167 | | 300 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

TABLE 40

RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 1.G:
HELPING TO ESTABLISH A SCHOOL BUDGET

| Title | Responses | | | | | | | |
|----------------|---------------|----------------|--------------|----------------|-----------|----------------|-------|----------------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | X ² | n | X ² | n | X ² | n | X ² |
| Superintendent | 25 | 1.71 | 25 | 3.97 | 50 | 12.59 | 100 | 18.27 S |
| Principal | 21 | 2.56 | 22 | 3.67 | 57 | 10.42 | 100 | 16.65 S |
| Teacher | 39 | 2.51 | 15 | 5.23 | 46 | 7.97 | 100 | 15.71 S |
| Total | 85 | | 62 | | 153 | | 300 | |

X² .05 (2) = 5.99
S = significant; N = non-significant

TABLE 41

RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 2.A:
DETERMINING STAFF NEEDS

| Title | Responses | | | | | | | |
|----------------|---------------|----------|--------------|----------|-----------|----------|-------|----------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | χ^2 | n | χ^2 | n | χ^2 | n | χ^2 |
| Superintendent | 34 | .53 | 25 | 7.44 | 41 | 7.07 | 100 | 15.14 S |
| Principal | 29 | .01 | 23 | 5.92 | 48 | 6.35 | 100 | 12.25 S |
| Teacher | 33 | 1.01 | 28 | 2.25 | 39 | .42 | 100 | 3.68 N |
| Total | 96 | | 76 | | 128 | | 300 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

TABLE 42
 RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 2.B:
 INTERVIEWING AND SELECTING NEW STAFF

| Title | Responses | | | | | | | |
|----------------|---------------|----------|--------------|----------|-----------|----------|-------|----------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | χ^2 | n | χ^2 | n | χ^2 | n | χ^2 |
| Superintendent | 27 | .30 | 13 | 20.80 | 60 | 29.77 | 100 | 50.87 S |
| Principal | 19 | 3.21 | 19 | 9.50 | 62 | 24.42 | 100 | 37.13 S |
| Teacher | 19 | 2.74 | 22 | 6.17 | 59 | 16.20 | 100 | 25.11 S |
| Total | 65 | | 54 | | 181 | | 300 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

TABLE 43

RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 2.C:
EVALUATING TEACHER PERFORMANCE

| Title | Responses | | | | | | | |
|----------------|---------------|----------------|--------------|----------------|-----------|----------------|-------|----------------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | X ² | n | X ² | n | X ² | n | X ² |
| Superintendent | 56 | 22.53 | 31 | 3.28 | 13 | 7.37 | 100 | 33.18 S |
| Principal | 57 | 28.29 | 28 | 2.63 | 15 | 10.16 | 100 | 41.08 S |
| Teacher | 56 | 28.87 | 25 | 3.97 | 19 | 7.42 | 100 | 40.26 S |
| Total | 169 | | 84 | | 47 | | 300 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

TABLE 44

RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 2.D:
TRANSFERRING TEACHERS

| Title | Responses | | | | | | | |
|----------------|---------------|----------------|--------------|----------------|-----------|----------------|-------|----------------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | X ² | n | X ² | n | X ² | n | X ² |
| Superintendent | 26 | .53 | 60 | 6.86 | 14 | 6.36 | 100 | 13.75 S |
| Principal | 29 | .01 | 45 | 1.29 | 26 | 1.65 | 100 | 2.95 N |
| Teacher | 20 | 2.15 | 49 | 3.79 | 31 | .49 | 100 | 6.43 S |
| Total | 75 | | 154 | | 71 | | 300 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

TABLE 45
 RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 2.E:
 PROMOTING TEACHERS

| Title | Responses | | | | | | | |
|----------------|---------------|----------------|--------------|----------------|-----------|----------------|-------|----------------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | X ² | n | X ² | n | X ² | n | X ² |
| Superintendent | 14 | 8.53 | 46 | .23 | 40 | 6.09 | 100 | 14.85 S |
| Principal | 14 | 7.43 | 39 | .03 | 47 | 5.51 | 100 | 12.97 S |
| Teacher | 15 | 5.83 | 41 | .40 | 44 | 2.23 | 100 | 8.46 S |
| Total | 43 | | 126 | | 131 | | 300 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

TABLE 46

RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM . . F:
DISMISSING TEACHERS

| Title | Responses | | | | | | | |
|----------------|---------------|----------------|--------------|----------------|-----------|----------------|-------|----------------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | X ² | n | X ² | n | X ² | n | X ² |
| Superintendent | 37 | 1.63 | 47 | .40 | 16 | 4.57 | 100 | 6.60 S |
| Principal | 35 | 1.45 | 49 | 3.18 | 16 | 9.09 | 100 | 13.72 S |
| Teacher | 30 | .19 | 47 | 2.62 | 23 | 4.20 | 100 | 7.01 S |
| Total | 102 | | 143 | | 55 | | 300 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

TABLE 47

RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 2.G:
ABILITY TO GRANT TEACHERS' PERSONAL REQUESTS

| Title | Responses | | | | | | | |
|----------------|---------------|----------|--------------|----------|-----------|----------|-------|----------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | χ^2 | n | χ^2 | n | χ^2 | n | χ^2 |
| Superintendent | 16 | 6.53 | 78 | 28.82 | 6 | 16.47 | 100 | 51.82 S |
| Principal | 17 | 4.69 | 63 | 16.45 | 20 | 5.39 | 100 | 26.53 S |
| Teacher | 21 | 1.63 | 48 | 3.17 | 31 | .49 | 100 | 5.29 N |
| Total | 54 | | 189 | | 57 | | 300 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

TABLE 48
 RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 3.A:
 DETERMINING CLASS SIZES

| Title | Responses | | | | | | | |
|----------------|---------------|----------------|--------------|----------------|-----------|----------------|-------|----------------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | X ² | n | X ² | n | X ² | n | X ² |
| Superintendent | 19 | 1.09 | 71 | 64.03 | 10 | 29.61 | 100 | 94.73 S |
| Principal | 22 | 1.74 | 56 | 46.74 | 22 | 24.28 | 100 | 72.76 S |
| Teacher | 27 | 1.48 | 48 | 34.19 | 25 | 18.37 | 100 | 54.04 S |
| Total | 68 | | 175 | | 57 | | 300 | |

$\chi^2 .05(2) = 5.99$
 S = significant; N = non-significant

TABLE 49
 RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 3.B:
 DEVELOPING STUDENT ATTENDANCE POLICIES

| Title | Responses | | | | | | | |
|----------------|---------------|----------------|--------------|----------------|-----------|----------------|-------|----------------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | X ² | n | X ² | n | X ² | n | X ² |
| Superintendent | 21 | .41 | 17 | 4.56 | 62 | 4.43 | 100 | 9.40 S |
| Principal | 15 | .16 | 13 | 4.43 | 72 | 2.29 | 100 | 6.88 S |
| Teacher | 17 | .90 | 10 | 5.86 | 73 | 4.18 | 100 | 10.94 S |
| Total | 53 | | 40 | | 207 | | 300 | |

$\chi^2 .05(2) = 5.99$
 S = significant; N = non-significant

TABLE 50

RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 3.C:
DEVELOPING AND ENACTING EXTRACURRICULAR ACTIVITIES

| Title | Responses | | | | | |
|----------------|------------------------|-----------------------|--------------------|------------|-------------------|---|
| | Role Expanded, n | Role Limited, n | No Effect, n | Total n | Total χ^2 | |
| Superintendent | 23 .05 | 51 18.04 | 26 9.73 | 100 | 27.82 | S |
| Principal | 22 1.74 | 48 26.76 | 30 15.19 | 100 | 43.69 | S |
| Teacher | 20 .09 | 32 5.60 | 48 1.57 | 100 | 7.25 | S |
| Total | 65 | 131 | 104 | 300 | | |

 $\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

TABLE 51
 RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 3.D:
 DEVELOPING AND ENACTING STUDENT
 ATTENDANCE POLICIES

| Title | Responses | | | | | | | |
|----------------|---------------|----------|--------------|----------|-----------|----------|-------|----------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | χ^2 | n | χ^2 | n | χ^2 | n | χ^2 |
| Superintendent | 27 | .34 | 14 | 7.28 | 59 | 2.78 | 100 | 10.40 S |
| Principal | 13 | .79 | 12 | 5.35 | 75 | 3.61 | 100 | 9.75 S |
| Teacher | 21 | .01 | 9 | 6.96 | 70 | 2.72 | 100 | 9.69 S |
| Total | 61 | | 35 | | 204 | | 300 | |

$\chi^2 .05 (2) = 5.99$

S = significant; N = non-significant

TABLE 52

RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 3.E:
DEVELOPING AND ENACTING STUDENT DISCIPLINE

| Title | Responses | | | | | | | |
|----------------|---------------|----------------|--------------|----------------|-----------|----------------|-------|----------------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | X ² | n | X ² | n | X ² | n | X ² |
| Superintendent | 36 | 5.85 | 20 | 2.47 | 44 | .26 | 100 | 8.58 S |
| Principal | 21 | 1.15 | 13 | 4.43 | 66 | .55 | 100 | 6.13 S |
| Teacher | 32 | 5.28 | 18 | .46 | 50 | .98 | 100 | 6.72 S |
| Total | 89 | | 51 | | 160 | | 300 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

TABLE 53

RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 3.F:
PROVIDING CLASSES FOR SPECIAL NEEDS STUDENTS

| Title | Responses | | | | | | | |
|----------------|---------------|----------------|--------------|----------------|-----------|----------------|-------|----------------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | X ² | n | X ² | n | X ² | n | X ² |
| Superintendent | 33 | 3.26 | 24 | .67 | 43 | .43 | 100 | 4.36 N |
| Principal | 21 | 1.15 | 19 | .74 | 60 | .01 | 100 | 1.90 N |
| Teacher | 20 | .09 | 26 | 1.13 | 54 | .21 | 100 | 1.43 N |
| Total | 74 | | 69 | | 157 | | 300 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

TABLE 54

RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 3.G:
DEVELOPING AND ENACTING GUIDANCE
SERVICES FOR STUDENTS

| Title | Responses | | | | | | | |
|----------------|---------------|----------------|--------------|----------------|-----------|----------------|-------|----------------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | X ² | n | X ² | n | X ² | n | X ² |
| Superintendent | 25 | .03 | 20 | 2.47 | 55 | 1.18 | 100 | 3.68 N |
| Principal | 12 | 1.29 | 14 | 3.60 | 74 | 3.14 | 100 | 8.03 S |
| Teacher | 20 | .09 | 18 | .46 | 62 | .35 | 100 | .90 N |
| Total | 57 | | 52 | | 191 | | 300 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

TABLE 55
 RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 3.H:
 DETERMINING POLICIES FOR BUILDING USE BY
 NON-SCHOOL GROUPS

| Title | Responses | | | | | | | |
|----------------|---------------|----------|--------------|----------|-----------|----------|-------|----------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | χ^2 | n | χ^2 | n | χ^2 | n | χ^2 |
| Superintendent | 9 | 9.48 | 10 | 11.90 | 81 | 23.63 | 100 | 45.01 S |
| Principal | 7 | 5.57 | 10 | 7.45 | 83 | 8.59 | 100 | 21.61 S |
| Teacher | 14 | 2.54 | 8 | 8.15 | 78 | 7.31 | 100 | 18.00 S |
| Total | 30 | | 28 | | 242 | | 300 | |

$\chi^2 .05(2) = 5.99$
 S = significant; N = non-significant

TABLE 56

RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 4.A:
GAINING SUPPORT FROM THE COMMUNITY
ON SCHOOL ISSUES

| Title | Responses | | | | | | | |
|----------------|---------------|----------------|--------------|----------------|-----------|----------------|-------|----------------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | X ² | n | X ² | n | X ² | n | X ² |
| Superintendent | 45 | 3.02 | 25 | .06 | 30 | 2.08 | 100 | 5.16 N |
| Principal | 40 | .97 | 31 | 2.04 | 29 | 3.89 | 100 | 6.90 S |
| Teacher | 40 | .97 | 19 | .19 | 41 | .31 | 100 | 1.47 N |
| Total | 125 | | 75 | | 100 | | 300 | |

X² .05 (2) = 5.99

S = significant; N = non-significant

TABLE 57

RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 4.B:
REPRESENTING THE SCHOOL TO THE COMMUNITY

| Title | Responses | | | | | | | |
|----------------|---------------|----------|--------------|----------|-----------|----------|-------|----------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | χ^2 | n | χ^2 | n | χ^2 | n | χ^2 |
| Superintendent | 39 | .52 | 19 | 2.00 | 42 | .23 | 100 | 2.75 N |
| Principal | 46 | 4.03 | 21 | .38 | 33 | 1.83 | 100 | 6.24 S |
| Teacher | 41 | 1.33 | 16 | 1.19 | 43 | .07 | 100 | 2.59 N |
| Total | 126 | | 56 | | 118 | | 300 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

TABLE 58

RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 4.C:
ARRANGING PARENT-TEACHER CONFERENCES (CONTACTS)

| Title | Responses | | | | | | | |
|----------------|---------------|----------|--------------|----------|-----------|----------|-------|----------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | χ^2 | n | χ^2 | n | χ^2 | n | χ^2 |
| Superintendent | 27 | 1.73 | 50 | 21.49 | 23 | 6.56 | 100 | 29.78 S |
| Principal | 22 | 4.38 | 33 | 3.38 | 45 | .25 | 100 | 8.01 S |
| Teacher | 27 | 1.53 | 30 | 3.86 | 43 | .07 | 100 | 5.46 N |
| Total | 76 | | 113 | | 111 | | 300 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

TABLE 59

RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 4.D:
ALERTING THE COMMUNITY TO PROGRAM
PLANNING AND DEVELOPMENT

| Title | Responses | | | | | | | |
|----------------|---------------|----------------|--------------|----------------|-----------|----------------|-------|----------------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | X ² | n | X ² | n | X ² | n | X ² |
| Superintendent | 28 | 1.31 | 11 | 8.86 | 61 | 12.41 | 100 | 22.58 S |
| Principal | 29 | .80 | 11 | 7.04 | 60 | 7.98 | 100 | 15.82 S |
| Teacher | 29 | .80 | 19 | .19 | 52 | 1.17 | 100 | 2.16 N |
| Total | 86 | | 41 | | 173 | | 300 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

TABLE 60

RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 5.A:
IMPROVING THE PRINCIPAL-TEACHER RELATIONSHIP

| Title | Responses | | | | | | | |
|----------------|---------------|----------------|--------------|----------------|-----------|----------------|-------|----------------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | X ² | n | X ² | n | X ² | n | X ² |
| Superintendent | 47 | 1.83 | 43 | 16.42 | 10 | 20.63 | 100 | 38.88 S |
| Principal | 42 | 4.25 | 42 | 8.05 | 16 | 16.27 | 100 | 28.57 S |
| Teacher | 44 | 1.98 | 34 | 9.43 | 22 | 11.15 | 100 | 22.56 S |
| Total | 133 | | 119 | | 48 | | 300 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

TABLE 61

RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 5.B:
IMPROVING THE PRINCIPAL-PARENT RELATIONSHIP

| Title | Responses | | | | | | | |
|----------------|---------------|----------------|--------------|----------------|-----------|----------------|-------|----------------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | X ² | n | X ² | n | X ² | n | X ² |
| Superintendent | 36 | .18 | 23 | .01 | 41 | .24 | 100 | .43 N |
| Principal | 28 | .22 | 29 | .12 | 43 | .02 | 100 | .36 N |
| Teacher | 31 | .59 | 12 | 3.33 | 57 | 3.71 | 100 | 7.63 S |
| Total | 95 | | 64 | | 141 | | 300 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

TABLE 62
 RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 5.C:
 IMPROVING THE PRINCIPAL-CENTRAL
 ADMINISTRATION RELATIONSHIP

| Title | Responses | | | | | | | |
|----------------|---------------|----------------|--------------|----------------|-----------|----------------|-------|----------------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | X ² | n | X ² | n | X ² | n | X ² |
| Superintendent | 39 | .01 | 22 | .08 | 39 | .03 | 100 | .12 N |
| Principal | 31 | .01 | 22 | .99 | 47 | .55 | 100 | 1.55 N |
| Teacher | 41 | .82 | 20 | .09 | 39 | .62 | 100 | 1.45 N |
| Total | 111 | | 64 | | 125 | | 300 | |

$\chi^2 .05(2) = 5.99$
 S = significant; N = non-significant

TABLE 63

RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 5.D:
IMPROVING THE PRINCIPAL-STUDENT RELATIONSHIP

| Title | Responses | | | | | | | |
|----------------|---------------|----------------|--------------|----------------|-----------|----------------|-------|----------------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | X ² | n | X ² | n | X ² | n | X ² |
| Superintendent | 26 | 4.11 | 14 | 3.78 | 60 | 12.74 | 100 | 20.63 S |
| Principal | 18 | 5.19 | 16 | 4.61 | 66 | 13.42 | 100 | 23.22 S |
| Teacher | 22 | 5.20 | 12 | 3.33 | 66 | 10.73 | 100 | 19.28 S |
| Total | 66 | | 42 | | 192 | | 300 | |

$\chi^2 .05(2) = 5.99$

S = significant; N = non-significant

TABLE 64
 RESPONDENT SCORES AND CHI-SQUARE SCORES FOR ITEM 5.E:
 IMPROVING THE PRINCIPAL-BOARD OF
 EDUCATION RELATIONSHIP

| Title | Responses | | | | | | | |
|----------------|---------------|----------|--------------|----------|-----------|----------|-------|----------|
| | Role Expanded | | Role Limited | | No Effect | | Total | |
| | n | χ^2 | n | χ^2 | n | χ^2 | n | χ^2 |
| Superintendent | 45 | 1.06 | 15 | 3.02 | 40 | .11 | 100 | 4.19 N |
| Principal | 34 | .38 | 27 | .01 | 39 | .24 | 100 | .63 N |
| Teacher | 40 | .54 | 23 | .39 | 37 | 1.17 | 100 | 2.10N |
| Total | 119 | | 65 | | 116 | | 300 | |

$\chi^2 .05(2) = 5.99$
 S = significant; N = non-significant

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