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AN IDENTIFICATION AND ANALYSIS OF THE
EXPECTATIONS OF VIRGINIA SCHOOL
BOARD MEMBERS FOR THEIR
SUPERINTENDENTS

————————

A Dissertation
Presented to the
Faculty of the School of Education
College of William and Mary in Virginia

————————

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

————————

by
Edward E. Brickell, Jr.
June, 1973

AN IDENTIFICATION AND ANALYSIS OF THE

EXPECTATIONS OF VIRGINIA SCHOOL

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SUPERINTENDENTS

By
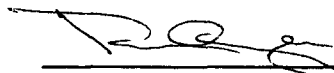
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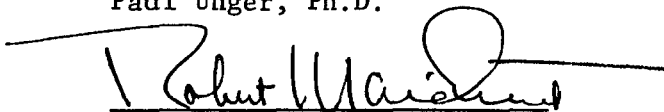
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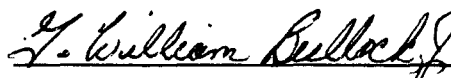   Reliability

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AN IDENTIFICATION AND ANALYSIS OF THE
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CHAPTER I

INTRODUCTION TO THE STUDY

The Problem

One of the most crucial positions in any school system is
that occupied by the superintendent of schools. Most observers of the
educational administration scene agree that the local superintendent
is the central figure in any public education enterprise. Callahan
described the importance of the local superintendent as follows:

> . . . if a community has an able, well-qualified person in
> this key job and if it has the financial resources, it has a good
> chance of having excellent schools. On the other hand, if a
> school district has an incompetent, or just as bad, a mediocre,
> superintendent, it is almost impossible, regardless of the
> financial situation, to have excellent schools.[1]

Perhaps no other single individual in the community is in a
position to have more influence on the direction that will be taken by
public education in that community, and no other single individual is
able to exert more influence on the quality of education each child
receives. The local superintendent is at once the formulator and the
implementor, both devising and carrying out the education development
of the system. He acts as the chief administrator of what is often
the largest governmental function in his locality, and is thus

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[1]Raymond E. Callahan, The Superintendent of Schools: An
Historical Analysis (Washington, D.C.: Department of Health,
Education and Welfare, 1966), Report of Project S-212, p. 2.

responsible for executing the policies of the local school board, many

of which reflect the values, mores, hopes, desires, wishes, and even

fears of the whole community.

The local school board has the legal power to appoint the

superintendent, and it has the legal power to decide when he should

not be appointed. Thus, the local board decides what kind of

educational leadership a community will have.

Those who have any genuine knowledge of school board duties

and responsibilities agree that one of its most important tasks is

that of selecting a local superintendent of schools to provide

educational leadership. The far-reaching importance of this task,

and subsequent board-superintendent relationships, were pointed out in

1965 by the Educational Policies Commission in a joint National

Education Association--American Association of School Administrators

publication. Equating the superintendency with leadership, the

Commission declared:

> The concept of leadership is rarely challenged in the
> abstract, but the conditions in which leadership can operate may
> sometimes deteriorate. When it is rejected, the leadership must
> either disappear or degenerate into autocratic control. In most
> enterprises, either alternative will have unfortunate--or even
> catastrophic--consequences.[2]

And further, the Commission wrote, ". . . in the long run, it is the

---

[2]Educational Policies Commission, The Unique Role of the
Superintendent of Schools (Washington, D.C.: National Education
Association, 1965), Foreword.

quality of education that falls victim to the loss of leadership."[3]

In their roles as chief administrators, superintendents are selected in terms of the expectations board members hold for them. Boone has indicated that groups do hold expectations for their leaders. Sometimes these expectations are unknown to the leader, or are contrary to his own expectations.[4] It is assumed, and the general literature in the field supports the assumption, that the leader should be aware of these expectations and should strive to fulfill them, if he is to function effectively.

Knowledge of expectations, then, must logically precede fulfillment. Thus, the central question of this study concerned itself with the identification and analysis of role expectations of Virginia school board members for their superintendents. These expectations were then related to certain selected variables. Some variables were those that could be classified as characteristics of the respondents, such as sex, educational level, occupation, and length of board service. Other variables were demographic in nature, pertaining to school system size and city-county designation.

As the size and complexity of the educational enterprise have grown, as the duties and responsibilities of the superintendent have increased, and as the expectation of school boards have come to be

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[3]Ibid.

[4]M. D. Boone, "An Examination of the Role Expectations of the Superintendent in Washington" (unpublished Ph.D. dissertation, Washington State University, 1971), pp. 3-4.

vital to leadership selection and retention, it has become more
important that these expectations be known, and their possible
relationships to certain variables be revealed.

Definitions of Terms

For purposes of this study, certain terms from role theory
are operationally defined as follows:

1. Role: situational behavior patterns of an individual.

2. Role expectations: situational behavior patterns
expected of the incumbent of a defined position within a social system.

3. Role conflict: the result of incongruence between
expectations of board members for superintendents and their observed
behavior.

Other terms are defined in the text, as deemed necessary by the
investigator.

Assumptions of the Study

The study has certain underlying assumptions. The major of
these can be identified as follows:

1. There exist differences in superintendencies, and
there is no universally-accepted role for superintendents.

2. School board members hold differing expectations for
their superintendents, and these differences can be influenced by
certain personal and demographic variables.

3. Role expectations can be defined in terms of
administrative behavior.

4. The response of board members to the "Superintendent's Behavior Questionnaire" revealed their expectations.

In cases when other assumptions are made, they are shown as such in the study.

Significance of the Study and the Hypotheses

In 1955, Chase and Guba wrote ". . . comparatively few studies, at least compared with the number dealing with staff relationships, have been made which focus upon the nature of the interpersonal relations between administrators and school board members."[5] They added that "Most articles in the literature dealing with the general area of school board relations are discursive in nature and do not contain research findings. . . ."[6] Similar statements, seventeen years later, could be made with a similar degree of accuracy. Although an intensified inquiry had been made into this vital relationship, there are still relatively few definitive research findings extant. To complicate the matter further, Tuttle noted that "Every possible variation in the degree and character of the relationships between school boards and school administrators can be found to exist in

---

[5]Francis S. Chase and Egon G. Guba, "Administrative Roles and Behavior," Review of Educational Research, Vol. XXV, No. 4 (October, 1955), 289.

[6]Ibid.

these United States."[7]

According to Riese, despite the variations, it became increas-
ingly important for the superintendent to attempt to assess the
reaction of the school board to his behavior, thus making it necessary
that he be aware of the expectations for his role.[8] That special
effort was needed to become aware of expectations was pointed out by
Gross, Mason, and McEachern:

> . . . When individuals first come together in a group, their
> expectations may or may not be similar, but there is one condition
> which can be reasonably assumed: They will not know what the
> expectations of the others are.[9]

Manwaring was able to demonstrate the importance of congruence
of behavioral expectations between board members and candidates for
the superintendency,[10] and the abstract of a study by Bernstein noted
that ". . . convergence of role-expectation and role-perception . . .

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[7]Edward Mowbray Tuttle, School Board Leadership in America
(Danville, Illinois: Interstate Printers and Publishers, Inc., 1963),
p. 107.

[8]Harlan Clifford Riese, "An Approach to the Development of an
Instrument to Measure the Role Expectations of the Superintendent of
Schools as Viewed by School Board Members" (unpublished Ph.D.
dissertation, Montana State University, 1960) [Dissertation Abstracts,
Vol. XXI, No. 3, 1960, 527].

[9]Neal Gross, Ward S. Mason, and Alexander W. McEachern,
Explorations in Role Analysis: Studies of the School Superintendency
Role (New York: John Wiley and Sons, Inc., 1958), p. 176.

[10]James Robert Manwaring, "Selection Processes and Behavioral
Expectations for Chief School Administrative Appointees in Four School
Systems in New York" (unpublished Ph.D. dissertation, Syracuse
University, 1963) [Dissertation Abstracts, Vol. XXIV, No. 4, 1963, 1467].

were associated with high morale."[11] Other studies have given

evidence of the increasing desirability of identifying the

expectations of board members for their superintendents, although it

must be reported that research conclusions are mixed with respect to

the part that selected variables play in influencing expectations.

A portion of Lall's study, done in 1968, was devoted to board

member expectations, and he determined that the most significant

difference existed in the expectations of the role of the superinten-

dent in respondents from urban and rural districts.[12]

Lacey investigated the working relationship between school

board members and superintendents and discerned sufficient disagree-

ment over the division of function responsibility to hamper harmonious

board-administrator relationships. He found also greater consistency

of agreement by large and small county respondents than by middle-size

county respondents.[13] Todd, too, found that board member expectations

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[11]Mildred Ruth Henrick Bernstein, "A Study of Teachers'
Role-Expectations and Role-Perceptions of a Principal, Superintendent,
and Board of Education, and the Relationship between Convergence and
Divergence of Role-Expectation and Role-Perception and Teacher Morale"
(unpublished Ph.D. dissertation, New York University, 1959)
[Dissertation Abstracts, Vol. XX, No. 4, 1959, 4008-009].

[12]Bernard Mohan Lall, "Role Expectations of the School
Superintendent as Perceived by Superintendents, Principals, Teachers,
and Board Members in the Province of Saskatchewan" (unpublished Ph.D.
dissertation, University of Oregon, 1969) [Dissertation Abstracts,
VoL XXIX, No. 10A, 1969, 3380].

[13]James Daniel Lacey, "An Analysis of the Respective Duties
and Functions of Selected Florida Superintendents and School Boards"
(unpublished Ph.D. dissertation, University of Miami, 1962)
[Dissertation Abstracts, Vol. XXV, No. 3, 1962, 1687].

were significantly different when categorized by size of school

system.[14] A study of the actual and ideal roles of the superintendent

in Texas showed that school board presidents in small school systems

perceived a greater similarity between the actual and ideal roles of

a superintendent than did school board presidents in large school

systems.[15]

Skelton,[16] Harris,[17] and Boone[18] all conducted expectations

studies and found that school system size was an influential variable

in determining significant differences in expectations of board

members for their superintendents.

The general literature of psychology contains frequent

references to the importance, or lack of importance, of sex

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[14]D. E. Todd, Jr., "The School Superintendent in Selected
School Systems in North Carolina: Congruency for the Role Expectations
of Educator Groups for the Role of the Superintendent" (unpublished
Ph.D. dissertation, University of North Carolina at Chapel Hill, 1968),
p. 251.

[15]Steven Sandler, "Perceptions of the Actual and Ideal Roles
of Public School Superintendents in Texas" (unpublished Ph.D.
dissertation, North Texas State University, 1968) [Dissertation
Abstracts, Vol. XXIX, No. 6A, 1968, 1734].

[16]Max Dee Skelton, "Reference Group Expectations for the
Superintendency" (unpublished Ph.D. dissertation, University of
Oklahoma, 1969) [Dissertation Abstracts, Vol. XXX, No. 4A, 1969,
1383A].

[17]Alton Eugene Harris, "School Board Expectations for the
Superintendent in Decision-Making" (unpublished Ph.D. dissertation,
University of Northern Colorado, 1970) [Dissertation Abstracts,
Vol. XXXI, No. 5A, 1970, 2055A].

[18]Boone, "An Examination," pp. 209-10.

differences in role expectations and role perceptions. The work of

Sullivan, for example, indicated that, generally, women were more

prone to be "people-oriented" in their expectations, while men had a

tendency to be more "task-oriented," when the distinction could be

made in a given instance. Sullivan concluded that there do exist

sex differences in the way social concepts are formed; for instance,

women differed from men in that they were more inferential, more

dichotomous and specific in the manners in which they assigned role

expectations to others.[19] Later work by Austin, Clark, and Fitchett

bore out this finding of relative "people- and task-orientation,"

stating that females tended to perceive themselves in a social

manner which allowed for satisfying performances in group situations

(people-orientation), while males tended to rely on interpretations

derived from the requirements of the situation itself (task-

orientation).[20]

These findings led to the following hypotheses in the present

study:

Hypothesis I: There is a significant difference between

[19]P. L. Sullivan, "An Investigation of Conceptual Properties
Governing Categorization of People with Special Reference to Certain
Social Attitudes and Values" (unpublished Ph.D. dissertation,
University of California at Berkeley, 1950); quoted in Theodore R.
Sarbin, "Role Theory," in Handbook of Social Psychology, 1st ed., ed.
by Gardner Lindzey (Reading, Massachusetts: Addison-Wesley Publishing
Company, 1954), p. 228.

[20]David Austin, Velma Clark, and Gladys Fitchett, Reading
Rights for Boys: Sex Roles in Language Experiences (New York:
Appleton-Century-Crofts, 1971), p. 106.

city and county school board members in their expectations for Virginia school superintendents.

Hypothesis II: There is a significant difference among school board members of varying system size in their expectations for Virginia school superintendents.

Hypothesis III: There is a significant difference between male and female school board members in their expectations for Virginia school superintendents.

The work of Todd in 1968 showed no significant difference in role expectations of board members with respect to their educational level or length of service on the school board.[21] A California study by Shanks revealed that differences in school board member expectations were not significantly related to their occupation, length of service on the board, or types of districts they represented. In this same study, Shanks offered the opinion, supported by his investigation, that a superintendent cannot logically assume that his board will agree among themselves, or with him, regarding their expectations for all his duties.[22]

Boss noted that board members themselves were in frequent disagreement on expectations, and that a comparison of selected

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[21]Todd, "The School Superintendent," p. 245.

[22]Robert E. Shanks, "Expectations for the Superintendency Role in Orange County, California" (unpublished Ph.D. dissertation, University of Southern California, 1967) [Dissertation Abstracts, Vol. XXVII, No. 8A, 1967, 2346].

variables failed to support the assumption that systematic relation-

ship would exist.[23]

Splawn found no significant relationship between occupations

of board members and their expectations, and he also failed to

discover a relationship between length of board service and expecta-

tions.[24]

Fast in 1968 compared the perceptions, expectations, and

evaluations of principals and board members for their superintendents

in two widely separated geographical areas, Pennsylvania and the

Canadian province of Alberta. He reported much divergence of views,

not altogether unexpected when one considers the dissimilarity of

educational philosophies and approaches.[25]

Lee looked at expectations of the role of the superintendent

in specific activity, professional negotiations, and discovered

seven role expectations that contributed to the lack of internal

consensus among boards. He concluded that this consensus had a

moderate degree of positive relationship to board-superintendent

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[23]LaVerne Henry Boss, "Role Expectations Held for the Intermediate School District Superintendent in Michigan" (unpublished Ph.D. dissertation, Michigan State University, 1964) [Dissertation Abstracts, Vol. XXV, No. 1, 1964, 215].

[24]Robert E. Splawn, A Study of Boards of Education in Texas-- The Make-up of Boards and the Perceptions of Board Members (Canyon, Texas: West Texas State University, 1972), pp. 54-55.

[25]Raymond G. Fast, "Perceptions, Expectations and Effectiveness of School Superintendents in Alberta and Pennsylvania as Reported by Principals and Board Members" (unpublished Ph.D. dissertation, Pennsylvania State University, 1968), pp. 140-45.

consensus on political-economic attitudes.[26] The work of Johnson

showed that boards seemed to indicate a preference for a superinten-

dent who exhibited a high degree of democratic behavior in activities

that necessitated contact with school staff and parents; he was

expected to be less democratic however, in areas of school finance,

leadership, and curriculum.[27]

Perhaps the most comprehensive, and widely-quoted,

investigation in the field of educational administration was conducted

by Gross, Mason, and McEachern in the middle 1950s.[28] The objectives

of their study were to describe and to investigate the degree of

consensus of agreement between school board members and superinten-

dents on the expectations they held for incumbents of their positions.

Gross and his colleagues found extensive conflict existing between

the role expectations of superintendents and of school board members.

On the other hand, the work of Todd tended to disagree with the

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[26]Thomas John Lee, "Role Consensus Analysis Among School Board
Members and between School Board Members and Their Superintendents on
the Superintendent's Role in Nonunion Collective Negotiations in
New York State" (unpublished Ph.D. dissertation, St. John's
University, 1969) [Dissertation Abstracts, Vol. XXIX, No. 11A, 1969,
3804].

[27]Lawrence Oliver Johnson, "Superintendents' Characteristics
and Administrative Behavior Deemed Desirable by Boards of Education in
Iowa Public Schools" (unpublished Ph.D. dissertation, Iowa State
University, 1968) [Dissertation Abstracts, Vol. XXIX, No. 5A, 1968,
1395].

[28]Gross, Mason, and McEachern, Explorations.

findings of Gross and his collaborators.[29] Disagreement has been noted in the research in the field, and there appears to be a diversity of evidence pertaining to the relationship of certain personal and demographic variables to expectations for role incumbents.

With this kind of conflicting evidence in mind, additional hypotheses were advanced for this study:

Hypothesis IV: There is no significant difference among school board members with varying educational levels in their expectations for Virginia school superintendents.

Hypothesis V: There is no significant difference among school board members with varying lengths of board service in their expectations for Virginia school superintendents.

Hypothesis VI: There is no significant difference among school board members with varying occupations in their expectations for Virginia school superintendents.

Numerous studies have indicated that the role of the superintendent has become increasingly complex. He now has more tasks to manage, more responsibilities to discharge, more possibilities for failure than ever before. His leadership role has expanded, but his primary reference group, the school board, remains in the same referent position. It is this referent group that has the ultimate and the legal responsibility for deciding who will be the

---

[29]Todd, "The School Superintendent," p. 236.

superintendent in a given community, and their expectations for him

will no doubt dictate their actions toward him. These actions, or

attitudes, can create conflict and tension in themselves, adding

to the already-present concern, apprehension, and stress that accompany

the position of chief executive of a school system. Barnard wrote

some time ago that executive positions are frequently subject to a

high degree of conflict, and the conflict often prevents the

executive from fulfilling his role with maximum effectiveness. One

source of conflict lies in the varying expectations held for the

executive by his reference groups, often compounded by the lack of

knowledge the executive has of these expectations.[30] It is probable,

therefore, that an awareness of these expectations may result in

opportunities for conflict-reduction, which in turn could result in

more effective performance by the chief school executive.

Superintendents, like other administrators, function within

the contexts of particular situations. Each situation has its own

dimension of behavior, establishing its own parameters, within which a

superintendent must work. The local school board, by its attitudes

and its actions, also sets down situational and dimensional boundaries,

which are generated most often from the expectations the board holds.[31]

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[30]Chester I. Barnard, The Functions of an Executive (Cambridge;
Massachusetts: Harvard University Press, 1938), p. 277.

[31]Roald F. Campbell, "Situational Factors in Educational
Administration," in Administrative Behavior in Education, ed. by
Roald F. Campbell and Russell T. Gregg (New York: Harper and Brothers,
1957), pp. 228-68.

These expectations can be operationalized for a given dimension of superintendent's behavior.

Since the primary importance of the leadership role of the superintendent is well-established, and since "gain" or "loss" of leadership opportunity is almost wholly in the hands of the local board of education, and since selection and retention of the superintendent is governed largely by how well he fulfills, in the eyes of the board, the expectations of the board, it appeared worthwhile to identify those expectations of Virginia school board members for their superintendents, acquainting both incumbents and prospective superintendents with what is expected of them. This knowledge can perhaps provide superintendents and others with more insight into how better to fulfill the expectations of local school boards.

Limitations of the Study

This study has certain limitations that should be recognized if the data presented are to be interpreted accurately. Some of the limitations are inherent in the survey technique, while other limitations were prescribed by the nature of the data included in this particular study.

Authorities in the field of research methods have discussed the limitations of questionnaire research and questionnaire techniques

in general. Good,[32] Galfo and Miller,[33] Travers,[34] Rummel,[35] and

others have included such discussions in their work, citing in their

limitations the following:

1. It is most difficult to phrase each item in the

questionnaire so that every respondent has the same understanding as

to the information requested.

2. Galfo and Miller state that ". . . one salient

weakness of questionnaires is the bias introduced by the characteris-

tics of the individuals responding in comparison to the individuals

not responding."[36]

3. Practicality dictates limits on the length of the

questionnaire, thus inhibiting intensive investigation of all relative

aspects of such a complex area as role expectations for superintendents

of schools.

4. Usually the nature of the instrument restricts a

respondent to supplying only the information specifically requested

and deprives him of the opportunity to give reasons for the responses,

[32]Carter V. Good, Essentials of Educational Research (New York: Appleton-Century-Crofts Company, 1966), pp. 190-97, 213-27.

[33]Armand J. Galfo and Earl Miller, Interpreting Educational Research (Dubuque, Iowa: William C. Brown Company, 1965), pp. 25-34.

[34]Robert M. W. Travers, An Introduction to Educational Research (New York: Macmillan Company, 1964), pp. 283-311.

[35]J. Francis Rummel, An Introduction to Research Procedures in Education (New York: Harper and Brothers, 1958), p. 88.

[36]Galfo and Miller, Interpreting Educational Research, p. 31.

or other pertinent data, or further information that might give deeper
meaning to the data.

There were limitations in this study that resulted from the
nature of this particular investigation:

1. The study was limited to the role expectations held
by Virginia school board members for their superintendents, as
measured by the "Expectations section, Superintendent's Behavior
Questionnaire" developed by Raymond G. Fast. Only currently active
board members were involved in the study, and no other reference
groups of the superintendent were included.

2. Results of the study are generalizable only as
populations are similar in composition to the population in the study.

3. Conclusions of the study were influenced by the
situations and conditions expressed in the instrument used for the
collection of the data.
Effort was made to recognize these limitations and to draw conclusions
and inferences from the data within these limits.

Organization of the Remainder of the Study

In Chapter II a review of the literature is presented, dealing
with administration and leadership generally, role theory, and the
superintendent and the school board. Chapter III gives the design and
procedures of the study, including a discussion of the
"Superintendent's Behavior Questionnaire." An analysis of the
collected data is given in Chapter IV, and Chapter V contains a

summary of the study, along with conclusions and recommendations drawn from the investigation.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter begins with an examination of the broad areas of administration and leadership generally, focusing on how they relate to organizations. There follows a discussion of the changing nature of the public school superintendent, drawing from the literature support for the contention that the position is in a state of evolution, with conflict as a constant in that evolution. The relationship of the school board to the superintendent is presented, with emphasis on expectations for the superintendent; and it is shown that awareness of expectations is essential for reduction of conflict potential.

The nature of role theory and role expectations is then discussed, with special attention being given to the role of the superintendent within the hierarchy of social relationships that make up the organization of a school system. The chapter concludes with an examination of relevant research on the superintendent and the role expectations held for him by his board of education.

Administration and Leadership

It has been affirmed earlier that there are almost endless variations in the kinds of relationships that exist between school boards and superintendents of schools in the United States; and it is

undoubtedly true, as Wilson has stated, that ". . . no single pattern

of administration guarantees success in the superintendency."[1] The

importance of understanding the situational context of each

decision-provoking circumstance looms large in light of this fact,

and a comprehension of what actually comprises administration becomes

vital to all who would serve as administrators, and to all who would

understand the nature of the process. Just as the position of

superintendent of schools has been an evolutionary one, so has the

concept of administration undergone continuous change. From the early

days of the development of administration theory to the most prevalent

concepts of today, differing views have been proffered as to what goes

into the process. The ideas advanced by Griffiths give a concise

analysis of administration:

     1.   Administration is a generalized type of behavior to be

found in all human organizations.

     2.   Administration is the process of controlling and

directing life in a social organization.

     3.   The specific function of administration is to develop

and regulate the decision-making process in the most effective

manner possible.

     4.   The administrator works with groups or with individuals

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[1]Robert E. Wilson, The Modern Superintendent of Schools: His Principles and Practices (New York: Harper and Brothers, 1960), p. xi.

with a group referent, not with individuals as such.[2]

The key concept, to Griffiths, is to control and direct the decision-making process, a view shared by Barnard in another context: "The essential process of adaption in organizations is decision, whereby the physical, biological, personal, and social factors of the situation are selected for specific combination by volitional act. . . ."[3] Litchfield, Simon, and Lasswell, among others, concurred in the belief that decision-making was the core of administration. Getzels and Guba went a step further as they conceived of administration structurally as the hierarchy of subordinate-superordinate relationships within a social system; functionally this hierarchy would be the locus for allocating and integrating roles and facilities in order to achieve the goals of the social system.[4]

---

[2]Daniel E. Griffiths, Administrative Theory (New York: Appleton-Century-Crofts, 1959), pp. 71-74.

[3]Chester I. Barnard, The Functions of the Executive (Cambridge, Massachusetts: Harvard University Press, 1938), p. 286.

[4]J. W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," The School Review, LXV (Winter, 1957), 424.

As differing types of organizations have proliferated,[5] and as

the need for viable concepts of administration has intensified,

researchers and scholars have striven to find ways to deal with the

complex problems created in all organizations. Most writers agree

with Wilson and with Dubin, who contended that there is no one best

method of administration in general. The same dictum applied to

supervision in particular. Dubin further stated that the method must

be adjusted and adapted to the work setting, a finding not far removed

from the situational approach supported by Campbell and others.[6]

Katz felt that it would be beneficial to the administrator to

attain certain specific skills; these he labeled technical, human, and

conceptual.[7] This point was echoed by Mann, who wrote of the value

of achieving a "skill mix" of administrative competence, human

relations competence, and technical competence. Mann conceded that

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[5]Max Weber saw this development of the modern form of the organization of corporate groups in all fields as nothing less than identical with the development and continual spread of bureaucratic administration. He called this "the most crucial phenomenon of the modern Western state," concluding that the whole pattern of everyday life is "cut to fit the framework" of continuous administrative work being carried out by officials working in offices. To think it could be done in any other way is "sheer delusion," Weber wrote; see Max Weber, The Theory of Social and Economic Organization, trans. by A. M. Henderson and Talcott Parsons (New York: Free Press of Glencoe, 1947), p. 337.

[6]Robert Dubin, "Supervision and Productivity: Empirical Findings and Theoretical Considerations," in Robert Dubin, et al., Leadership and Productivity (San Francisco, California: Chandler Publishing Company, 1965), p. 47.

[7]Robert L. Katz, "Skills of an Effective Administrator," Harvard Business Review, Vol. XXXII, No. 1 (1955), 33-42.

the skill mix would vary, and that different combinations of skills

and practices would be required at different levels in the same

organization and at different times in the life of the organization.[8]

Argyris examined and reevaluated fundamental assumptions about

people as employees and helped groups to recognize how interindividual

and group behavior affect organizational effectiveness. He tried to

help people discover how humanistic approaches toward other people

produce a self-energizing, dynamically-creative organization. One of

the great difficulties that Argyris discerned in organizations was

that of opening channels of communication between top management and

subordinates, combined with the need to promote efforts to secure

knowledge on how the behavior of top management affected the behavior

of others and consequently the success of the program itself. Not

only most executives, but most individuals, Argyris found, are

culturally programmed to behave in ways that inhibit organizational

development and to be systematically blind to that inhibitory

behavior.[9]

It was Argyris, too, who determined that the basic conflict

in organizations was between organizational structure and human

maturation. He tied human growth and development to productivity but

[8]Floyd C. Mann, "Toward an Understanding of the Leadership Role in Formal Organization," in Robert Dubin, et al., Leadership and Productivity (San Francisco, California: Chandler Publishing Company, 1965), p. 76.

[9]Chris Argyris, Personality and Organization (New York: Harper & Row, 1957), passim.

suggested that there always existed a tendency for organizational

policies to collide head-on with the natural growth processes of the

individual. Since this collision is a very one-sided affair, the

result is wholesale frustration. Argyris was convinced that the

concentration of decision-making power in a few hands is detrimental

to the health, mental or emotional, of most of the individuals in

an organization, and wondered if it has an effect on the health of

the organization itself.[10]

Some writers attempted to explain leadership in terms of the

leaders themselves, in terms of their personal traits, independent of

their cultural, social, and situational context. There appear to be

several reasons, however, for discounting the role of personality in

leadership. First of all, it is not the leader's personality that

makes him important: It is his job. Second, there is not one but a

range of leadership personalities; the number of qualified persons

tends to exceed the jobs available at every level. Third, whatever

leadership traits leaders may have in common may reflect the charac-

teristics that are required to achieve positions of leadership. In

fact Stogdill has identified certain attributes that seem to be impor-

tant in achieving leadership positions. These are basically social

skills, such as language, fluency, tact, humor, sociability,

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[10]Ibid.

diplomacy, and popularity.[11] How far these skills go in guaranteeing

effective leadership is conjectural.

Stogdill himself recognized that the study of leadership

through isolation of personal traits and attributes was not adequate:

> A person does not become a leader by virtue of the possession
> of some combination of traits, but the pattern of personal
> characteristics of the leader must bear some relevant relationship
> to the characteristics, activities and goals of the followers. . . .[12]

Leadership has also been approached and considered as a set

of functions, the rationale being that leadership can be better

understood in terms of what the leader does rather than in terms of

who the leader is. The leader became responsible for a series of

tasks, all of which guarded the welfare of the organization or of

the individuals who comprised the organization; but he had an addi-

tional charge: the coordination of the goals of the organization

with the institutional values of the broader society. This proved to

be difficult, even under the best of circumstances.

Leadership can also be viewed as social relations, wherein

all other members of the organization must depend on the leader more

than he depends on any one of them. The leader is expected to

initiate ideas, maintain group norms, and act as a final arbitrator

of decisions. His decisions and his orders must be in agreement with

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[11]Ralph M. Stogdill, "Personal Factors Associated with
Leadership," The Study of Leadership, ed. by C. G. Browne and Thomas S.
Cohen (Danville, Illinois: Interstate Printers and Publishers, Inc.,
1958), pp. 50-61.

[12]Ibid., p. 58.

the traditions of the group, and his relationships to subordinates

concern "taking care of others," maintaining a humanitarian, or, at

least, an objective outlook, and, in general, not acting like a

"big shot." Unfortunately for those who follow this approach solely,

leaders and followers are inevitably separated by formal and

informal barriers. In preserving social distance from their

subordinates, the leader is handicapped in understanding them and

their wishes, and this lack of knowledge often prevents the most

effective fulfillment of the consideration role.

Although the "traits," "functions," and "social relations"

views of leadership all have their subscribers, more current thinking

turns in the direction of considering leadership as a social

process and an interaction process. As organizations have come to be

understood as social systems, increased emphasis has been placed on

having the chief administrator of that system acutely aware of

requirements imposed on him for effective leadership. Bennis has

characterized the needs of leadership as comprised of the following

fundamental elements:

1. an agent,

2. a process of inducement,

3. subordinates,

4. the induced behavior, and

5. a particular objective or goal.

He calls the administrator, or leader, the agent. The process of

inducement is explained as power. Subordinates are what the word

implies, and the behavior that is induced is defined as influence.

Goal is obviously what is worked toward. By putting these elements

together, leadership in organizations may be defined as ". . . the

process by which an agent induces a subordinate to behave in a desired

manner."[13] Miller has identified four basic types of leadership

behavior in organizations, each having its own particular stresses

and strains:

     1. A leader may view his role as that of the representa-
tive of management.

     2. A leader may identify strongly with employees.

     3. A leader may try to keep both management and his
employees happy, or at least content; in this effort he is trapped in
a dilemma of dual loyalty.

     4. A leader may orient himself solely to other leaders in
the organization.[14]

It is almost axiomatic that the leader may find himself playing all

these different roles on different occasions, but in the long run all

leaders must accept the fact that they must reconcile conflicting

interests and needs, and the skill with which they do so is a talent

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[13]Warren G. Bennis, "Leadership Theory and Administrative Behavior: The Problems of Authority," <u>Administrative Science Quarterly</u>, IV (June, 1959--March, 1960), 295.

[14]Gilbert C. Miller, "Supervisors: Evolution of an Organizational Role," in Robert Dubin, <u>et al.</u>, <u>Leadership and Productivity</u> (San Francisco, California: Chandler Publishing Company, 1965), pp. 130-31.

requiring continuous learning and experience.

The whole concept of "power," as envisioned by Bennis, is fundamental to human interaction. Gellerman has propounded seven hypotheses positing a relationship between power and leadership style. They seem cogent to the present discussion:

1. Anyone who possesses power tends to use it to satisfy his own motives.

2. Possession of power creates a guilt feeling; the antagonism of the led is a natural burden of leadership.

3. The devices a leader employs to protect himself from guilt give him his characteristic leadership style.

4. The possession of power creates an appetite for more power.

5. The desire for power often underlies otherwise rational differences of opinion as to how power should be allocated in an organization.

6. The most effective leaders will usually be those who have no need of power as a means of protecting or enhancing their egos but use it instead as an instrument for accomplishing what cannot be efficiently accomplished otherwise.

7. The main determinant of leadership styles in a given organization is a process of management selection.[15]

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[15]Saul W. Gellerman, Motivation and Productivity (n.p.: Vail-Ballou Press, Inc., for the American Management Association, Inc., 1963), pp. 231-36.

Mayo in the Harvard studies, Likert and Katz in the Michigan
studies, and Herzberg in his Pittsburgh studies all investigated the
impact of the organization on the individual.[16] Each found
unavoidable conflict, but each determined in his own way that
institutions and the individuals that comprise them do not have to be
totally incompatible, given an amenable set of circumstances and
informed, effective leadership.

The superintendent of schools is, by definition, an
administrator; and he is clearly the educational leader in his
community. The school system he oversees is an organization, and thus
all concepts of administration and leadership that pertain to others
apply to the school superintendent as well. As indicated earlier,
superintendents, like other administrators, function within the
context of particular situations; and each situation establishes its
own parameters, within which the superintendent must work. The local
school board also sets down situational and dimensional boundaries,
which are derived most often from the expectations the board holds for
the superintendent's behavior in a given set of circumstances.

Differences exist in superintendencies, and just as there are
no immutable circumstances, there is no universally-accepted role for
superintendents. The school board, acting as the primary reference
group for the superintendent, both prescribes and proscribes his

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[16]For a synthesis of these studies, see Gellerman, Motivation
and Productivity.

administrative behavior, and their expectations can often be operationally defined in terms of that behavior. Expectations change as situations change, and as position-definitions change. The public school superintendency has been one of those positions that has been in a condition of change since its inception with a resultant change of expectations for the role incumbent.

<div align="center">

The Public School Superintendency--
an Evolving Position

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Since the appointment of the first public school superintendent in the United States, change in the position has occurred continuously. Griffiths, who called the office "one of the most significant positions in American public life,"[17] identified three major periods in its evolution; and Todd noted that "Each of these periods encompassed many significant societal changes which affected expectations for the superintendency and thereby changed the role. . . ."[18]

Many and varied are the reasons for this constant mutability. The superintendent, of necessity, has his administrative behavior conditioned by a particular set of situational circumstances that

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[17]Daniel E. Griffiths, The School Superintendent (New York: Center for Applied Research in Education, Inc., 1966), p. vii.

[18]D. E. Todd, Jr., "The School Superintendent in Selected School Systems in North Carolina: Congruency for the Role Expectations of Educator Groups for the Role of the Superintendent" (unpublished Ph.D. dissertation, University of North Carolina at Chapel Hill, 1968), p. 24.

obtain at a given time or place, and conditioned by four major

referent groups: his community, his board, his staff, and his pro-

fession.[19]

The present study concerned itself with the role expectations

of the board of education for the superintendent of schools. This

boundary-setting reference group, perhaps more than any other, exerts

an influence on the administrative behavior of the superintendent of

schools. In doing so, it presents certain problems. It is neither

"intraorganizational" nor "extraorganizational," but somewhere in

between.[20] To the extent that board members represent the views of

their constituents, they are "extraorganizational." To the extent

that board members reflect professional views, they are "intraorgani-

zational." Seeman has pointed out that there are different kinds of

leadership style, and he felt that styles develop in response to

situational pressures of referent groups.[21] In the present instance,

no referent group is in a position to apply more pressure than is the

local board of education.

Harris noted changes in roles and role expectations over the

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[19]Roald F. Campbell, "Situational Factors in Educational
Administration," in Administrative Behavior in Education, ed. by
Roald F. Campbell and Russell T. Gregg (New York: Harper and Brothers,
1957), pp. 229-33, passim.

[20]Ibid., pp. 231-32.

[21]Melvin Seeman, Social Status and Leadership: The Case of
the School Executive (Columbus, Ohio: Bureau of Educational Research
and Service, Ohio State University, 1960), passim.

past twenty-five years, and his data indicated increasing board-superintendent interactions, with boards becoming more independent, and less inclined to "go along" simply on the superintendent's recommendation.[22] In his identification of the issues on which school superintendents stand or fall, Wilson listed foremost the superintendent's relations with the school board.[23] The importance of this relationship, supported by legal as well as other considerations, has been made abundantly clear by the literature. In discussing the legal authority of the school board, Messick pointed out that:

> A board of school control, unless limited by statute, has wide authority in the selection and employment of a superintendent of schools. It may decide who is and who is not suitable, from the standpoint of morals, physical attractions, age, education, and whatever other qualifications it believes should be considered before an administrator for its schools is selected. In this matter the judgment and discretion of the board cannot be called into question or inquired into by the courts.[24]

Commenting on the importance of the board function of selecting a superintendent of schools, Staires gave some insight into a few of the evolutionary influences exerting pressure for change in the position:

> The selection of a superintendent of schools may be the most

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[22]Kenneth Wayne Harris, "Change in Role Requirements of Superintendents Over the Last Quarter-Century" (unpublished Ph.D. dissertation, Ohio State University, 1968) [_Dissertation Abstracts_, Vol. XXIX, No. 5A, 1968, 1392A].

[23]Charles H. Wilson, "On These Issues Superintendents Stand-- Or Fall," _Nation's Schools_, Vol. LXXV, No. 6 (June, 1965), 27.

[24]John D. Messick, _The Discretionary Powers of School Boards_ (New York: Greenwood Press, 1968), p. 52.

difficult and time-consuming, yet, the most important problem a board of education faces. The constantly changing economic, social, and political components of our society demand the selection of a competent and experienced educational leader.[25]

Superintendents are selected in terms of board member expectations for them in their roles as chief school administrators, and boards hold expectations for their leaders. Sometimes these expectations are not known by the leader, or they may be in conflict with his own. Varying expectations give rise to conflict, which in turn diminishes the effectiveness of the performance of the leader. According to Smith:

> A leader has a different job from his followers. He is the goal setter, the planner, the executive, the trainer, the external group representative, the controller of internal group relations, the purveyor of rewards and punishments, arbitrator and mediator, father figure, and when things go wrong, the scapegoat. The importance of these functions varies in the same leadership position from one time to another, it varies from one leadership position to another, and leaders vary in their skill in handling these functions; but the first requirement of a leader . . . is that he be <u>aware</u> of his special functions and that he spend his time trying to fill them.[26]

That the necessary awareness does not always accompany the assumption of office is made clear by Gross, Mason, and McEachern in their investigation. These researchers contended that, in fact, the

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[25]Harlan E. Staires, "Selecting a Superintendent," <u>School and Community</u>, Vol. LVI, No. 4 (December, 1969), 14.

[26]Henry Clay Smith, <u>Personality Adjustment</u> (New York: McGraw-Hill Book Company, Inc., 1961), p. 446.

opposite was most often true.[27]

In the school board--superintendent relationship, as in other
relationships, expectations differ under different circumstances.
Tuttle, first executive secretary of the National School Boards
Association, has said that "Every possible variation in the degree and
character of the relationships between school boards and school
administrators can be found to exist in these United States. . . ."[28]
Generally, it is the school administrator who is left to discover
the expectations of the board for his role, often at the expense of
the effectiveness and continued leadership productivity of the office.

Savage contended that the administrator should evaluate
carefully the expectations held for a position before he accepts it.[29]
Counts held a like opinion, maintaining that a first requirement of
the administrator should be to assess the situational factors and
expectations in his community.[30]

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[27]Neal Gross, Ward S. Mason, and Alexander W. McEachern,
Explorations in Role Analysis: Studies of the School Superintendency
Role (New York: John Wiley and Sons, 1958), p. 176.

[28]Edward Mowbray Tuttle, School Board Leadership in America
(Danville, Illinois: Interstate Printers and Publishers, Inc.,
1963), p. 107.

[29]William W. Savage, Interpersonal and Group Relations in
Educational Administration (Glenview, Illinois: Scott, Foresman and
Company, 1968), p. 142.

[30]Campbell and Gregg, eds., Administrative Behavior in
Education, citing George S. Counts, Decision-Making and American
Values in School Administration (New York: Bureau of Publications,
Teachers College, Columbia University, 1954), p. 238.

This may prove difficult in some cases, due to the individual board member bias toward certain kinds of expectations; but Cronbach has identified three basic factors on which board member expectations are apt to be founded, proceeding from the fact that as a person encounters members of a particular class, he notes that most of them have a certain characteristic. Soon, he begins to expect members of that class to show that characteristic; that is, he generalizes. His expectations are evoked. That these generalizations built up by experience may not be entirely correct is obvious, but they form, nevertheless, a basis for interpretation and action by those who hold them. In the case of school board members, Cronbach held that their expectations have their base in the following:

1. what characteristics of performance he considers desirable,

2. how well he expects the superintendent to perform on each of these characteristics, and

3. how important each characteristic is to the board member.[31]

Constant in the superintendency has been the conflict which surrounds it. At almost any time during the development of the position, literature of the day reflects this fact. Role ambiguity and its resultant role conflict have kept the superintendent in

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[31]Lee J. Cronbach, _Educational Psychology_ (New York: Harcourt, Brace and Company, 1954), p. 252.

situations that varied from uneasy to perilous. The first sixty

years after the origin of the office might well have been summed up

by William Bruce George--school board member, and founder and editor

of the American School Board Journal--when he said in 1895:

> The superintendent's position is a difficult one. He is the
> ready target for unreasonable parents, disgruntled teachers, and
> officious school board members. In a vortex of school board
> quarrels, he is the first to become crushed.[32]

Currently, the public school superintendent finds himself in

the same "difficult position," and the difficulty has, if anything,

become even more severe. In analyzing this reality, current

commentators view the future of the superintendency with some

pessimism, unless certain dramatic changes can be effected, and very

soon. Southworth, for example, contends that:

> The superintendency as we know it can no longer continue. The
> responsibilities of the superintendency have so increased and
> multiplied that no single person can any longer satisfactorily
> fill the position. No single person can serve as chief school
> administrator, professional negotiator, planner, executive,
> architect for change, and father figure as he has in the past.
> The demands of school boards and professional staffs have made the
> continuance of the superintendency in its present form
> impossible.[33]

Delineating the several contributing factors, Goldhammer found

the superintendency to be "the hottest spot in town,"[34] and Burbank,

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[32]Quoted in Seymour Evans, "The Superintendent's Dilemma,"
American School Board Journal, Vol. CLV, No. 5 (November, 1967), 11.

[33]William D. Southworth, "The Superintendency--1980," The
Clearing House, Vol. XLIII, No. 2 (October, 1968), 79.

[34]Keith Goldhammer, "The Hottest Spot in Town," American
Education, Vol. III, No. 9 (October, 1967), 2-3.

in attempting to describe the change in the role of the superintendent,

found conflicting role expectations for the office, and concluded that

this may well be one of the most vexing problems facing chief school

administrators.[35] Spaulding was perhaps even more definitive in his

view:

> . . . It is increasingly apparent that the office of
> superintendent of a local school district is a perilous one.
>   A friend of mine who administered personality tests to
> candidates for the Ph.D. at a major institution of higher educa-
> tion once remarked, somewhat facetiously, but with much truth,
> "The superintendents have more anxiety than any people whom I have
> tested outside of mental institutions."[36]

Marland viewed some of the anxiety as deriving from almost

global concern. He detected a "general spirit of discontent"

pervading the nation, described by Archibald MacLeish as an

"inexplicable numb uneasiness." The discontent, according to Marland,

had to find a scapegoat, and ". . . the obvious and automatic target

of this discontent is the bureaucratic administrative hierarchy atop

which sits the "Intransigent, incompetent, unresponsive superintendent

of schools."[37]

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[35]Natt B. Burbank, The Superintendent of Schools (Danville,
Illinois: Interstate Printers and Publishers, 1968), reviewed by
Charles H. Wilson, "Views and Reviews," Nation's Schools, Vol. LXXXI,
No. 2 (February, 1968), 8.

[36]Willard B. Spaulding, The Superintendency of Public Schools,
an Anxious Profession (Cambridge, Massachusetts: Harvard University
Press, 1955), p. 1.

[37]Sidney P. Marland, "The Changing Nature of the School
Superintendency," Public Administration Review, Vol. XXX, No. 4
(July/August, 1970), 366.

Marland saw the shift in the role of the superintendent as a response to the need to ensure equal education and social redress, quite a different matter from offering equal educational opportunity. In a 1970 statement, he reviewed the imperative quality of the changing role of the superintendent:

> Public policy affecting a decent life for all, satisfying work, social justice, and orderly government has its headwaters in the public schools. The American system is on trial as never before, even under conditions of war. At the heart of this system stands its public schools, with a distinguished history. It is this very history of excellence that impels our society now to turn to the schools for solutions. The new expectations demand a larger order of leadership, not the dismissal of a "dead or dying order." Broadly, the superintendent's role is one of reaching out, now, to those he serves--students, teachers, citizens--to find new accommodations for rational and creative discourse. He must learn to be adaptable during this time of stress, and rise above the negative personal connotations. He must with greater compassion than ever struggle for the minority child and for the poor. He must answer directly the demands for information, for accountability; he must learn the acts of political effectiveness. Furthermore, he must remain the humane teacher. With all this he must find rest and respite. For this too must be part of the changing role.[38]

Sometimes the value-orientation of expectations leads to basic conflict. The school board can be representing elements of what Iannaccone and Lutz called the "sacred community," often against the superintendent, who may be looked upon as the alien, technical expert.[39] Board members also often may look at their own roles with a view contrary to that held by the superintendent. Gross wrote:

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[38]Ibid., p. 370.

[39]Lawrence Iannaccone and Frank Lutz, Politics, Power and Policy: The Governing of Local School Districts (Columbus, Ohio: Charles E. Merrill Publishing Company, 1970), p. 38.

Some school board members act as if they, as individuals, had the right to make decisions, which is the prerogative of the entire school board. Some school board members act as if they, rather than the superintendent, had the right to administer the policy decisions of the board. Superintendents and school boards frequently disagree over their respective rights and obligations.[40]

According to Goldhammer, continued conflict between boards and superintendents can be expected:

Throughout the twentieth century the popular literature on public education clearly indicates that the superintendent, or administrators in general, have been criticized because of the degree to which their professional positions enable them to exert a considerable amount of control over public education and, thereby, restricts the independence of the school board members. The dilemma appears to be compounded by the fact that the organization of the public schools is becoming increasingly complex and that the professional skills and competencies required for successful administration of the public schools is becoming more technical. Such a situation forecasts greater potentiality for conflict between school board members and superintendents.[41]

Dykes saw a partial solution to the problem. He felt that mutual confidence and trust between boards and superintendents offered the best hope for resolution of difficulties:

Division of function between board and superintendent, to be satisfactory, must be prefaced by confidence and trust on the part of both. It is in the day-to-day affairs of the school system that the relationship between the board and superintendent receives overt expression, and it is here that confidence in each other is of major importance. It is improbable that a board which lacks confidence in the superintendent will give to the superintendent great freedom and independence of action in discharging his responsibilities. Little room will be allowed for exercising personal initiative and professional discretion. Conversely, a

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[40]Neal Gross, Who Runs Our Schools? (New York: John Wiley and Sons, Inc., 1958), p. 139.

[41]Keith Goldhammer, The School Board (New York: Center for Applied Research in Education, Inc., 1964), p. 36.

superintendent who does not trust his board can hardly be expected to offer more than very conservative leadership.[42]

It seems reasonable to assume, in light of research in the field, that knowledge of role expectations, coupled with a desire to fulfill them, will help assure the mutual trust and confidence that Dykes found so vital in the relationship that exists between the superintendent and the school board. It is possible, too, that a lessening of potential for conflict can result from an understanding of role expectations, thus providing a better opportunity for enhancing the effectiveness of local educational leadership.

It has been seen that the position of public school superintendents is one of constant change. It has also been established that the school board is the primary referent group of the superintendent and that conflict with the board leads to diminished effectiveness in job performance, and to possible loss of the leadership role by the superintendent.

In the following section is an examination of the underlying theory of role expectations, as it relates to school board members and superintendents in their positions in the social system that is a public school organization. A review will be made of certain research that identifies and isolates important and influential variables that predispose board members in their expectations.

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[42]Archie R. Dykes, School Board and Superintendent: Their Effective Working Arrangement (Danville, Illinois: Interstate Printers and Publishers, Inc., 1965), p. 116.

Role Theory

Role theory has long been used by behavioral scientists to study human behavior in organizations. The genuine breadth of role theory as a field of study is set forth by Biddle and Thomas:

> The field apparently has chosen as its domain of study nothing more or less than complex, real-life behavior as it is displayed in genuine on-going social situations. Role analysts examine such problems as the processes and phases of socialization, interdependences among individuals, the characteristics and organization of social positions, processes of conformity and sanctioning, specialization of performance and the division of labor, and many others.[43]

Klineberg recognized Linton as the man who had effectively synthesized the concepts of status and role,[44] and the latter observed that a social system is "the sum total of the ideal patterns which control the reciprocal behavior between individuals and between the individual and society,"[45] and role is, along with status, a conceptual elaboration of "the ideal patterns which control reciprocal behavior."[46]

According to Bennett and Tumin, role thus becomes the dynamic aspect of status, and "what the society expects of an individual

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[43]Bruce Jesse Biddle and Edwin J. Thomas, eds., Role Theory: Concepts and Research (New York: John Wiley and Sons, 1966), p. 17.

[44]Otto Klineberg, who wrote, "The recent development of the concepts of status and role into useful tools of description and analysis probably owes most to the anthropologist, Linton," in Social Psychology (New York: Henry Holt and Company, 1954), p. 363.

[45]Ralph Linton, The Study of Man (New York: Appleton-Century-Crofts, 1936), p. 76.

[46]Ibid., p. 114.

occupying a given status."[47]   Parsons, Rose, and Komarovsky have all

viewed role in this manner.[48]

Parsons elaborated:

A role . . . is a sector of the total orientation system of an
individual actor which is organized about expectations in relation
to a particular interaction context, that is integrated with a
particular set of value-standards which govern interaction with
one or more alters in the appropriate complementary role. . . .[49]

And Sargent wrote that ". . . a person's role is a pattern or

type of social behavior which seems situationally appropriate to him

in terms of the demands and expectations of those in his group."[50]

Human behavior then, can be thought of in terms of role perception,

and, more precisely, in terms of the role incumbent's knowledge and

understanding of the expectations that others hold for his position.

Expectations are assigned to individuals on the basis of their

locations or positions in social systems, thus rendering social

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[47]John W. Bennett and Melvin M. Tumin, Social Life, Structure
and Function (New York: Alfred A. Knopf, 1948), p. 96.

[48]Talcott Parsons, "Age and Sex in the Social Structure of the
United States," American Sociological Review, VII (1942), 604-16,
reprinted in Personality in Nature, Society, and Culture, ed. by
Clyde Gluckhorn and Henry A. Murray (New York: Alfred A. Knopf, 1948);
Arnold M. Rose, "The Adequacy of Women's Expectations for Adult
Roles," Social Forces, XXX (1951), 69-77; Mirra Komarovsky, "Cultural
Contradictions and Sex Roles," American Journal of Sociology, LII
(1946), 184-89.

[49]Talcott Parsons, The Social System (Glencoe, Illinois:
Free Press, 1951), pp. 38-39.

[50]S. S. Sargent, Social Psychology (New York: Ronald Press,
1950), p. 279.

locations, behavior, and expectations common to most definitions of role.[51]

Getzels gave emphasis to expectations in role theory, when he advanced the following definition:

> Roles are defined in terms of role expectations. A role has certain normative obligations and responsibilities, which may be termed "role expectations," and when the role incumbent puts these obligations and responsibilities into effect, he is said to be performing his role. The expectations define for the actor, whoever he may be, what he should or should not do as long as he is the incumbent of the particular role.[52]

That role expectations are value-oriented is plain, Parsons declared,[53] a view that Getzels supported.[54] Thus, it becomes necessary for a role incumbent to make his behavior decisions not only in light of the expectations held for his role by members of the social system in which he functions, but also in terms of his own values. The potential for conflict is very obvious and very real. The need for conflict reduction should be just as obvious and just as real, and the first step in reducing potential for conflict is an awareness of the special functions expected of the role incumbent.[55]

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[51]Gross, Mason, and McEachern, Explorations, p. 18.

[52]Jacob W. Getzels, "Administration as a Social Process," Administrative Theory in Education, ed. by Andrew W. Halpin (Chicago: Midwest Administration Center, University of Chicago, 1958) p. 153.

[53]Parsons, The Social System, p. 39.

[54]Getzels, "Administration as a Social Process," p. 153.

[55]Smith, Personality Adjustment, p. 445.

There is evidence, too, that high expectations of competence by others are positively related to performance, and conversely, low performance expectations might well influence a role incumbent toward low quality performance.[56]

The modern public school organization is a social system. The superintendency is a role in this social system and is defined by the role expectations of various referent groups, among which his school board is paramount. At least three sources of potential conflict exist:

1. when there is agreement within a reference group concerning behaviors which are mutually difficult to achieve under existing institutional conditions,

2. when there is disagreement within a group relative to role expectations, and

3. when there is disagreement among reference groups with respect to role expectations.[57]

Stated simply, each individual occupies a role in society, and that role is sensitive to, and vulnerable to, certain outside expectations. When these expectations are inconsistent, or unfulfilled, role conflicts ensue. Likewise, when there are

[56]Abraham K. Korman, "Expectations as Determinants of Performance," Journal of Applied Psychology, Vol. LIII, No. 3, (June, 1971), 218-22.

[57]Melvin Seeman, "Role Conflict and Ambivalence in Leadership," American Sociological Review, XVIII (August, 1953), 373-80.

conflicting expectations for the same role, the incumbent obviously cannot behave consistently with all sets of prescriptions at the same time. If there were consensus of expectations, however, he possibly could conform. Without such consensus, conflict, with its resultant ill effects, will continue to exist. The relationship between the school board and the superintendent provides a classic setting for developing conflict.

Getzels and Guba conceived a theoretical model describing the role structure of an organization. It consisted of organizational and personal dimensions of social behavior and is relevant to behavior in any organization, being based as it is upon certain assumptions concerning the nature of social institutions. In the model, the system is presented as comprised of two classes of phenomena:

1. institutions with certain roles and expectations that will fulfill the goals of the system, and

2. individuals with certain personalities and needs-dispositions whose interactions comprise social behavior.[58]

The phenomena, to Getzels and Guba, constitute two dimensions, the nomothetic, or institutional, and the idiographic, or personal. The former consists of the institutional roles and expectations held for an individual in the system; the latter is the individual himself, his personality, and his needs.

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[58]Jacob W. Getzels and Egon G. Guba, "Social Behavior and the Administrative Process," School Review, LXV (Winter, 1957), 424.

The most important components of an institution are the roles
that the institution prescribes for its members.[59] Roles define and
delimit the behavior of the individuals who make up the institution.
The characteristics of given roles establish positions, statuses, and
offices within the organization; and the role itself possesses certain
normative obligations and responsibilities, as noted before. Boone
made it clear that roles are institutional "givens" in that they
establish parameters of acceptable behavior for institution members.
The behaviors that are associated with a particular institutional role
encompass behavior stretching along a continuum from that which is
required to that which is forbidden.[60] Roles are complementary in
that each derives its meaning from others from within the same
institution.[61]

The second element of social behavior pertains to the individ-
uals who compose an institution. As referred to previously, the
individual, his personality, and his needs-dispositions make up the
idiographic dimensions of social behavior. Getzels and Guba defined
personality as "the dynamic organization within the individual of
those needs-dispositions that govern his unique reactions to the

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[59]Ibid., p. 426.

[60]M. D. Boone, "An Examination of the Role Expectations of the
Superintendent of Schools in Washington" (unpublished Ph.D.
dissertation, Washington State University, 1971), p. 21.

[61]Getzels and Guba, "Social Behavior and the Administrative
Process," p. 427.

environment."[62] The central element of personality, needs-

dispositions, is defined as an individual's tendency to act with

respect to objects in certain manners and to expect certain conse-

quences from his action.[63] To comprehend fully the behavior of

individuals in an organization, one must know both the role

expectations held for that individual and his own needs-disposition.

Both expectations and needs motivate behavior, though the one may not

always be compatible with the other, bringing about conflict. The

administrative process deals with both the nomothetic and the

idiographic dimensions, and so it becomes the responsibility of the

administrator to meld together the demands of the organization and

the needs of the individual in a way that is at the same time

organizationally productive and individually fulfilling.[64]

Considering the school system to be a social system, and

applying to it the general model of Getzels and Guba, one sees

immediately three possible sources of conflict within the dimensions

of the system: role-personality conflicts, role conflicts, and

personality conflicts. A role-personality conflict may arise when

discrepancies exist between the expectations of a given role and the

needs-dispositions of the incumbent occupying that role.[65] Role

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[62]Ibid., p. 428.

[63]Ibid.

[64]Ibid., p. 430.

[65]Ibid., pp. 431-33.

conflicts come into being when an individual is required to conform simultaneously to a number of role expectations that are mutually exclusive, contradictory, or inconsistent. As Seeman had contended earlier, conflict arose when reference groups could not agree on expectations for a role, and when there was disagreement within a group relative to role expectations.[66] Finally, personality conflicts occur as needs and dispositions within an individual in the organization are at variance, and the individual is kept at odds with the organization.

Recognizing that unresolved role conflicts lead almost inevitably to undesirable ends, most administrators actively seek resolution of the problems. Naturally, conflict-resolution behavior takes many individual forms, conditioned by circumstances and personality. Sarbin and Allen, however, have identified four general forms of action intended to diminish or eliminate role conflict. The most common of these forms is the so-called "instrumental act," which attempts to modify the environment and thereby remove or resolve a conflict. Secondly, a role incumbent may simply choose to ignore one or the other of two conflicting role expectations. Thirdly, a role incumbent may change his beliefs to meet the demands of a role. Finally, a role incumbent may seek escapist devices such as alcohol or

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[66]Seeman, "Role Conflict and Ambivalence in Leadership," pp. 373-80.

drugs, to reduce the strain of role conflict.[67]

It is possible, of course, that none of the adaptive behaviors will reduce role conflict in a given situation. In that case, undesirable behavior will almost surely persist.

In the instance of school boards and superintendents, persistent undesirable behavior usually results in loss of leadership; as pointed out earlier, the quality of education in a community generally suffers in a situation of this kind. It appears that the most logical and rewarding approach to the problem is for the school board to have well-defined behavioral expectations, and for the superintendent to be aware of them and to desire to fulfill them.

The School Board, the Superintendent of Schools, and Role Expectations

Studies cited earlier have established the importance of determining the expectations of boards of education for the role of superintendent. The present work now turns to an examination of investigations made into the possible relationship that exists between certain selected variables and the expectations held by board members for their superintendents.

Bosch investigated selected factors that influenced the appointment of superintendents in Michigan, and he proposed as a first

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[67]Theodore Sarbin and Vernon L. Allen, "Role Theory," in Handbook of Social Psychology, 2d ed., ed. by Gardner Lindzey and Elbert Aronson (Reading, Massachusetts: Addison-Wesley Publishing Company, 1968), pp. 488-567.

recommendation that school boards prepare a written statement of their expectations for superintendents.[68] The work of Kendrick supported the contention that it is essential for boards of education to make known their expectations for their superintendent.[69] Manwaring concluded that board members who executed high quality selection processes usually favored candidates with whom they displayed the highest congruence of administrative behavioral expectations.[70] These studies suggest the prime importance of board member expectations before the superintendent assumes his position even while he is going through the selection and appointment process.

Shanks cautioned that a superintendent cannot logically assume that his board members will agree among themselves, or with him, regarding his duties. He felt that superintendents and boards of education should discuss periodically their expectations for the role

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[68]Gerald Bosch, "A Study of Some of the Factors that Influence the Selection of Public School Superintendents and High School Principals in Michigan" (unpublished Ph.D. dissertation, Michigan State College, 1953) [Dissertation Abstracts, XIII, 1953, 190].

[69]William Alexander Kendrick, "The Screening Process in the Selection of Superintendents" (unpublished Ph.D. dissertation, University of Southern California, 1971) [Dissertation Abstracts, Vol. XXXII, No. 5, 1971, 2352A].

[70]James Robert Manwaring, "Selection Processes and Behavioral Expectations for Chief School Administrative Appointees in Four School Systems in New York" (unpublished Ph.D. dissertation, Syracuse University, 1963) [Dissertation Abstracts, Vol. XXIV, No. 4, 1963, 1467].

of the superintendent, striving for understanding and agreement.[71]

Fast reported that the amount of conflict between perceptions and expectations held for superintendents by their alter groups, school boards among them, is negatively related to superintendent effectiveness.[72] Sandler found that wide differences exist between the perceived roles and the actual roles of superintendents in Texas and that these differences inevitably led to conflict.[73] Luketich stressed the importance of congruence on perceived and actual roles, also; but his work was limited to board-superintendent communications.[74] Hohol, too, found disagreement between how board members expect superintendents to perform and how they perceive the superintendent actually is performing.[75] Riese's study indicated the

[71]Robert E. Shanks, "Expectations for the Superintendency Role in Orange County, California" (unpublished Ph.D. dissertation, University of Southern California, 1967) [Dissertation Abstracts, Vol. XXVII, No. 8A, 1967, 2346].

[72]Raymond G. Fast, "Perceptions, Expectations and Effectiveness of School Superintendents in Alberta and Pennsylvania as Reported by Principals and Board Members" (unpublished Ph.D. dissertation, Pennsylvania State University, 1968), pp. 140-45.

[73]Steven Sandler, "Perceptions of the Actual and Ideal Roles of Public School Superintendents in Texas" (unpublished Ph.D. dissertation, North Texas State University, 1968) [Dissertation Abstracts, Vol. XXIX, No. 6A, 1968, 1734].

[74]Donald Michael Luketich, "A Relationship of Perceptual Congruence to School Board--Superintendent Communication" (unpublished Ph.D. dissertation, Colorado State College, 1963) [Dissertation Abstracts, Vol. XXIII, No. 11, 1963, 4191].

[75]Albert Edward Hohol, "Leadership Role Conflicts of School Superintendents" (unpublished Ph.D. dissertation, University of Oregon, 1968) [Dissertation Abstracts, Vol. XXVIII, No. 9, 1968, 3420A].

importance of school board expectations for the superintendency for superintendents who needed to assess the reaction of the board to their administrative behavior.[76] These works all stressed the conflict inherent in the relationship between the school board and the superintendent, especially in cases where expectations were unknown, ignored, or unfulfilled.

Several writers have made efforts to isolate and examine variables that could be considered as having significant effect upon expectations differences. Duncanson, for example, determined that school boards and superintendents are not in complete agreement as to what the superintendent really does. He tried to relate these differences to certain demographic and personal variables of existing situations, but with limited success.[77] Lacey looked at the working relationships between board members and superintendents and found sufficient disagreement over the division of function responsibility to hamper harmonious board-superintendent relationships. His study, restricted to selected Florida school districts, did reveal greater consistency of agreement by large and small county respondents than by

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[76]Harlan Clifford Riese, "An Approach to the Development of an Instrument to Measure the Role Expectations of the Superintendent of Schools as Viewed by School Board Members" (unpublished Ph.D. dissertation, Montana State University, 1960) [Dissertation Abstracts, Vol. XXI, No. 3, 1960, 527].

[77]Donald Leroy Duncanson, "The Relationship of Role Expectations and the Behavior of School Superintendents in the State of Minnesota" (unpublished Ph.D. dissertation, University of Minnesota, 1961) [Dissertation Abstracts, Vol. XXII, No. 6, 1961, 1881].

middle-size county respondents.[78]

Todd concluded that board member expectations were signifi-
cantly different when categorized by size of school system,[79] a
position supported by Skelton, Harris, and Boone in their studies.[80]

Lightsey carried out a Georgia study that showed differences
in role expectations between appointed and elected school board
members in the state,[81] and Lall, in the portion of his 1968 study
devoted to school board member expectations, determined that the most
significant difference existed in the expectations of the role of

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[78]James Daniel Lacey, "An Analysis of the Respective Duties
and Functions of Selected Florida Superintendents and School Boards"
(unpublished Ph.D. dissertation, University of Miami, 1962)
[Dissertation Abstracts, Vol. XXV, No. 3, 1962, 1687].

[79]D. E. Todd, Jr., "The School Superintendent in Selected
School Systems in North Carolina: Congruency for the Role Expectations
of Educator Groups for the Role of Superintendent" (unpublished Ph.D.
dissertation, University of North Carolina at Chapel Hill, 1968),
pp. 239-52.

[80]Max Dee Skelton, "Reference Group Expectations for the
Superintendency" (unpublished Ph.D. dissertation, University of
Oklahoma, 1969) [Dissertation Abstracts, Vol. XXX, No. 4A, 1969,
1383A]; Alton Eugene Harris, "School Board Expectations for the
Superintendent in Decision-Making" (unpublished Ph.D. dissertation,
University of Northern Colorado, 1970) [Dissertation Abstracts, Vol.
XXXI, No. 5A, 1970, 2055A]; Boone, "An Examination," p. 73.

[81]Tom Joseph Lightsey, "Reactions of Georgia School
Superintendents and School Board Members to the Role of Superintendent"
(unpublished Ph.D. dissertation, University of Georgia, 1964)
[Dissertation Abstracts, Vol. XXV, No. 5, 1964, 2828].

superintendent in respondents from rural and urban districts.[82]

Boss studied role expectations held for superintendents of intermediate school districts in Michigan. His findings supported the thesis that superintendents and board of education members held differing and sometimes conflicting expectations with respect to various aspects of the position of intermediate superintendent, to the point where potential role conflict was shown to be probable in over one-third of the items analyzed.[83]

Donahue, in his Connecticut research, concluded, too, that conflict-laden differences in expectations existed between board members and their superintendents.[84] On the other hand, Bernstein associated congruence of expectations with high morale.[85]

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[82]Bernard Mohan Lall, "Role Expectations of the School Superintendent as Perceived by Superintendents, Principals, Teachers, and Board Members in the Province of Saskatchewan" (unpublished Ph.D. dissertation, University of Oregon, 1969) [Dissertation Abstracts, Vol. XXIX, No. 10A, 1969, 3380].

[83]LaVerne Henry Boss, "Role Expectations Held for the Intermediate School District Superintendent in Michigan" (unpublished Ph.D. dissertation, Michigan State University, 1964) [Dissertation Abstracts, Vol. XXV, No. 1, 1964, 215].

[84]Edward Frederick Donahue, "Identification and Differentiation of Responsibilities Assumed by Superintendents and School Boards in Administration of Public School Systems with Evaluation of Existing Practices" (unpublished Ph.D. dissertation, University of Connecticut, 1958) [Dissertation Abstracts, Vol. XIX, No. 2, 1958, 1266-67].

[85]Mildred Ruth Henrick Bernstein, "A Study of Teachers' Role-Expectations and Role-Perceptions of a Principal, Superintendent, and Board of Education, and the Relationship between Convergence and Divergence of Role-Expectation and Role-Perception and Teacher Morale" (unpublished Ph.D. dissertation, New York University, 1959) [Dissertation Abstracts, Vol. XX, No. 4, 1959, 4008-09].

Gross, Mason, and McEachern made a thorough investigation of the relationships between school board members and superintendents, the conclusions of which emphasized the importance of expectations of board members, and superintendents, for the superintendency. They presented clear evidence of the influence of expectations on the behavior of the superintendent and offered a theory of role conflict resolution that was largely based on the possible reactions of the superintendent to the expectations of his board.[86]

The present study has drawn from many that preceded it, but is unique in several ways. For example, sex of respondent is used as a variable in the current work, a fact not true of studies cited. Too, all Virginia school board members were utilized as the population for this study; no sampling was done. The Virginia system of having all school systems legally defined by the geographical boundaries of the political subdivisions that they serve also injects a quality of difference into the present investigation since in other states school system boundaries are not necessarily conterminous with political subdivision boundaries. Thus the county-city designation of school systems takes on special clarity in the present study.

Summary

In the review of related literature and research it has been

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[86]Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role (New York: John Wiley and Sons, Inc., 1958), p. 320.

indicated that the position of local superintendent of schools is an evolving one and is a position of conflicting expectations. The school system is a social system made up of a hierarchy of comple-mentary roles and the individuals who occupy the roles. The superintendent is shown to occupy in the school system a role that is subordinate to that of the school board.

The social setting in which the superintendent works was described, as was the role conflict that comes to bear on him within this social setting.

Leadership is considered to be generated by a set of needs of individuals committed to a common goal. No longer can leadership be regarded as the possession of a particular kind of person. Leadership is thought of as being definable in terms of a behavior-inducing situation, and not as being universal.

Groups hold expectations for their leaders. The role of the superintendent is defined by his own expectations and by those of his referent groups. Chief among these groups is the local board of education. If the superintendent is to control and direct his administrative behavior and maintain the social system optimally, it is necessary that he know the expectations of this referent group for his role. He needs to know if the board agrees on his role, and whether he agrees with the board, and what variables influence expectations, since an understanding of the expectations for his role is thought to be crucial to the success of any activity attempted.

Various studies did reveal that selected variables influenced

expectations. The findings of these studies underscored the importance of role expectations in directing administrative behavior and gave added importance to the present investigation.

It has been shown, then, that there is no universally-accepted "best" method of administration, that the public school superintendency is a changing position, and that school board members hold differing expectations for the position. An analysis will be made of certain selected variables, demographic and personal, in an effort to discover whether these variables cause significant differences in the expectations of school board members.

CHAPTER III

DESIGN AND PROCEDURES OF THE STUDY

Need was established to focus attention on the importance of
role expectations, as related to school board members and certain
personal and demographic characteristics. These characteristics were
used as variables in the study and were chosen for possible relevance;
they were selected from other research efforts in like and allied
fields.

Data for the study were collected by means of the
"Expectations section, Superintendent's Behavior Questionnaire,"
developed by Fast in 1968. A copy of this instrument is found in
Appendix A.

This chapter discusses the population of the study, the
instrument utilized in collecting the data for the study, and the
procedures followed in conducting the study.

The Population

Since the study was directed toward school board members'
expectations for their superintendents in Virginia, all 778 school
board members serving at the time of the study comprised the popula-
tion for the study. The total population of currently-serving board
members were included because of the complexities involved in
stratifying and randomizing for sampling; the total population, though

of some magnitude, was manageable, and the results of the study were

more generalizable, coming from the larger population.[1]

Biographical Data of the
Respondents

Fast dealt with different variables in his 1968 investigation,

and it was necessary to construct a personal data sheet to accompany

the "Expectations section, Superintendent's Behavior Questionnaire."

Where Fast was interested in information about the superintendent, the

current study revolved around school board member personal data, as

well as around certain selected demographic variables.

Those six critical variables isolated for analysis were as

follows:

1. City or county designation of system: In Virginia,

all school systems are by statute designated as city, county, or town

divisions. There being only six of the last, and they operating under

county statutes, town districts were numbered among county divisions

for purposes of this investigation.

2. Size of school system served by board member: Systems

were divided into three categories according to pupil enrollment:

fewer than 7,999 pupils; from 8,000 to 15,999 pupils; and over 16,000

pupils.

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[1]Everett F. Lindquist, A First Course in Statistics (Boston,
Massachusetts: Houghton Mifflin Company, 1942), p. 102, quoted in
J. Francis Rummel, An Introduction to Research Procedures in
Education (New York: Harper and Brothers, 1958), p. 135.

3. Sex of respondents: Male and female.

4. Educational level of respondents: This variable was divided into two categories, high school graduate or less and more than high school graduate.

5. Length of time served on board by respondent: Three distinctions were made: less than six years, six through twelve years, and more than twelve years.

6. Occupation of respondent: Three categories of occupations were used, professional occupations, service occupations, and entrepreneurial occupations, the last including farm ownership.

The Instrument

The scope of problems to be investigated and the general methodological considerations of the study required that a questionnaire type of instrument be used to provide the necessary information in a way that would facilitate analysis of the data. The questionnaire would provide also a method for standardizing responses and would assure the anonymity of respondents. As Good, Barr, and Scates pointed out: "The questionnaire is particularly useful when one cannot readily see personally all the people from whom he desires responses or where there is no particular reason to see the respondent personally. . . ."[2]

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[2]Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: Appleton-Century-Crofts, Inc., 1954), p. 606.

The "Superintendent's Behavior Questionnaire," developed by
Fast in 1968, was selected because it is suited to the present
research needs. Fast constructed the instrument for use in his study
of role expectations, role perceptions, and effectiveness of school
superintendents in Pennsylvania and the Canadian province of Alberta.
Respondents in his study were school board members and principals.
The questionnaire has been used at least once in a scholarly study
since its development; this study was conducted by Sesker in 1971.[3]

Description of the Instrument

In devising his "Superintendent's Behavior Questionnaire,"
Fast developed a framework that encompassed in nine categories the
most important tasks of the superintendent. This was the result of
what Fast called an "exhaustive" review of the literature dealing with
the tasks, duties, roles, functions, and expectations held for school
superintendents.[4] He found nine major work categories in which
superintendents generally became involved. These nine work categories
were translated into dimensions of expected administrative behavior
and are as follows: Instructional Leadership, Curriculum, Staff

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[3]Wayne Scott Sesker, "Relationships between the
Superintendent's Perceptions of Self and the Perceptions of the
Superintendent Held by Principals, Teachers, and School Board Members
in Iowa" (unpublished Ph.D. dissertation, University of South Dakota,
1971).

[4]Raymond G. Fast, "Perceptions, Expectations, and Effectiveness
of School Superintendents in Alberta and Pennsylvania as Reported by
Principals and Board Members" (unpublished Ph.D. dissertation,
Pennsylvania State University, 1968), pp. 140-45.

Personnel Administration, Pupil Personnel Administration, Finance

Administration, School Plant and Business Management, Public

Relations, Administrative Structure and Organization, and General

Planning.

The "Superintendent's Behavior Questionnaire" consists of

thirty-seven items, covering the nine dimensions of administrative

behavior listed above. It is a forced-choice instrument, responses

being marked on a seven-point scale, in ascending order of expected

frequency: never, almost never, seldom, occasionally, often, almost

always, and always.

Validity

The original "Superintendent's Behavior Questionnaire" was

comprised of 140 items. By eliminating duplication, obtaining varied

degrees of subtlety between alternatives, and sharpening the nine

role category dimensions, Fast was able to reduce the original 140

items to a new total of sixty-six. The instrument was then submitted

to two groups of critics, the first consisting of a number of

doctoral students in educational administration, some of whom had

previous experience as principals and superintendents. The second

group consisted of three professors in the Department of Educational

Services at the Pennsylvania State University.

The work of the groups resulted in a further reduction in the

number of items from sixty-six to forty. Fast then administered the

forty-item instrument to a small group of principals and board

members. They were asked to determine the time required to complete the instrument and to make suggestions with respect to the questions that made up the major dimensions and with respect to the wording of the items. A wide range of perception, expectation, and conflict scores was noted on each dimension. All subjects were interviewed individually following their completion of the questionnaire, and Fast decided that, for the greater part, the instrument was valid.

In ascertaining further the validity of the instrument, Fast wrote:

> The numerous evaluations of the instrument and the succeeding additions, modifications and deletions of items as discussed earlier, further contributed to both the content and construct validity of the instrument. Consequently, the validity of this instrument was inferred on the basis of rational analysis of specific dimensions and individual acts which both experts in the field and other research have shown to be indicative of the major functions of school superintendents.[5]

The instrument was considered valid for purposes of the present study.

Reliability

Fast computed reliability coefficients for each behavior dimension in the "Questionnaire," and because these scores were relatively high, he inferred that the reliability of the instrument would be high. Reliability coefficients ranged from .51 on Curriculum to .86 on School Plant and Business Management. Several of the nine dimensions had reliability coefficients of more than .80; the majority were above .70.

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[5]Ibid., p. 68.

To confirm the reliability of the instrument for the current study, the Spearman-Brown Reliability Coefficient was computed for each behavior dimension. Coefficients ran from a low of .67 on Curriculum to a high of .99 on Staff Personnel Administration with most scores being above .80. It was concluded that the "Questionnaire" was reliable for the purposes of the present study.

Procedures

The Virginia School Boards Association evidenced some interest in the present study, and a letter of endorsement for the project was received from Joseph P. King, Jr., President of the Association. A copy of the letter is in Appendix D.

The investigator felt it a matter of professional courtesy to advise Fast of his intention to use the instrument in the present study. A copy of the reply from Fast is in Appendix E.

Beginning in November, 1972, each potential respondent was sent an envelope containing a cover letter (see Appendix F), a letter from the advisor of the investigator (see Appendix C), the letter from King, and the "Expectations section, Superintendent's Behavior Questionnaire." A follow-up letter was sent to all potential respondents twenty-one days after the original mailing. A copy of this letter is in Appendix G.

A return of 597 questionnaires was received with 583, or more than 74 per cent of the total distributed, being considered usable for the study; fourteen of the returns were discarded. In some cases,

personal or demographic characteristics were not indicated; in others, nonresponses were noted. Some respondents marked items in a "qualified" fashion, and these, too, were discarded.

There were seven possible responses to each item in the "Expectations" questionnaire. Each of these responses was assigned a numerical value as follows:

never = 1

almost never = 2

seldom = 3

occasionally = 4

often = 5

almost always = 6

always = 7

For purposes of relative comparison on the scale by subjects, each numerical interval was assigned to High, Medium or Low levels of expectation. These expectation levels were operationally defined as High = 5+ through 7, Medium = 2+ through 5, and Low = 1 through 2.

The frequency of responses for each level of expectation was determined for each of the nine dimensions of behavior, and by each variable pertinent to the investigation. To determine the level to which a subject response would be assigned, the mean of the subject responses within the behavior dimension was computed. The mean was then assigned as a response level which was consistent with the operational definitions of the levels of expectation.

When data collection was completed, and tabulations of

responses were made, it was found that in no case did over three subjects indicate "Low" expectations on any given dimension. In accordance with accepted statistical practice, all "Low" responses were collapsed into the "Medium" level for computing purposes.

Data for the study were categorized and subcategorized into the following groupings:

1. Two system designation distinctions

   a. city system

   b. county or town system

2. Three enrollment size classes

   a. over 16,000 pupils

   b. 8,000 to 15,999 pupils

   c. less than 7,999 pupils

3. Two respondent sex differences

   a. male

   b. female

4. Two respondent educational levels

   a. high school graduate or less

   b. more than high school graduate

5. Three respondent experience levels

   a. more than twelve years

   b. six through twelve years

   c. less than six years

6. Three respondent occupational classes

   a. professional

b. service

c. entrepreneurial

Contingency tables were constructed for tabulation of all responses, by dimension and by variable. Statistical models were developed to test the hypotheses; these models are found in Appendix B.

When the frequency distributions had been determined for each model by dimension, the data were subjected to chi-square (X^2) analysis to test for significant differences in responses. Comparisons were made within each model between all possible pairings of subgroups within that model, as well as across all groups within the model.

Chapter IV presents an analysis of the data collected for the study.

CHAPTER IV

ANALYSIS OF THE DATA

A primary concern of this study was that of identifying and
analyzing role expectations of Virginia school board members for
their superintendents. It was recognized that the role expectations
of these school board members may vary with personal and demographic
characteristics.

The findings were based on data from 583 incumbent school
board members, or 74 per cent of those who were sent the
"Expectations section, Superintendent's Behavior Questionnaire." The
breakdown of responses by number of persons and variables is shown
in Table 1.

Analysis of data for each of the nine dimensions of
administrative behavior is presented with hypotheses tested. The
confidence level of significant differences was set at 5 per cent (.05).

The Findings

Hypothesis I. There is a significant difference between city
and county school board members in their expectations for Virginia
school superintendents.--The results of chi-square analysis are
presented in Table 2.

Significant differences were found in Instructional Leadership
(.01), Financial Administration (.01), and General Planning (.05).

TABLE 1

BREAKDOWN OF USABLE QUESTIONNAIRES RETURNED
BY PERSONAL AND DEMOGRAPHIC CHARACTERISTIC

Characteristic	Number of Usable Returns
City system	196
County system	387
Over 16,000 pupils	95
8,000 through 15,999 pupils	124
Below 7,999 pupils	364
Male	500
Female	83
High school graduate or less	126
More than high school graduate	457
More than twelve years service	101
Six through twelve years service	119
Less than six years service	363
Professional	107
Service	295
Entrepreneurial	181

TABLE 2

A CHI-SQUARE ANALYSIS OF THE EXPECTATIONS OF CITY
AND COUNTY SCHOOL BOARD MEMBERS FOR SCHOOL
SUPERINTENDENTS IN VIRGINIA

| | City | | | | County | | | | | | |
| | High | | Medium | | High | | Medium | | | | |
Dimension[a]	Of[b]	Ef[c]	Of	Ef	Of	Ef	Of	Ef	Calculated X^2	d.f.[d]	Level of Significance[e]
1	129	143.71	67	52.29	297	282.29	88	102.71	8.520	1	.01
2	39	41.96	155	152.04	86	83.04	298	300.96	.399	1	n.s.[f]
3	83	93.93	113	102.07	194	183.07	188	198.93	3.690	1	n.s.
4	71	68.31	55	57.69	244	246.69	211	208.31	.300	1	n.s.
5	68	61.30	122	130.69	114	120.70	266	257.31	7.880	1	.01
6	136	145.41	56	46.59	301	291.59	84	93.41	3.760	1	n.s.
7	89	96.00	104	97.00	197	190.00	185	192.00	1.540	1	n.s.
8	52	62.32	141	130.68	134	123.68	249	259.32	3.790	1	n.s.
9	163	151.75	31	42.25	286	297.25	94	82.75	5.790	1	.05

[a](1) Instructional Leadership, (2) Curriculum, (3) Staff Personnel Administration, (4) Pupil Personnel Administration, (5) Financial Administration, (6) School Plant and Business Management, (7) Public Relations, (8) Administrative Structure and Organization, (9) General Planning

[b]Observed frequency

[c]Expected frequency

[d]Degrees of freedom

[e].05 = 3.84; .01 = 6.64; .001 = 10.83

[f]Not significant

The hypothesis was accepted for these dimensions. No significant differences were found in Curriculum, Staff Personnel Administration, Pupil Personnel Administration, School Plant and Business Management, Public Relations, and Administrative Structure and Organization, and for these dimensions the hypothesis was rejected.

Hypothesis II. There is a significant difference among school board members of varying system size in their expectations for Virginia school superintendents.--Three categories of system size were considered, and noted as follows: Class A (over 16,000 pupils), Class B (between 8,000 and 15,999 pupils), and Class C (less than 7,999 pupils). Comparisons were made across all classes as well as between each possible pairing of classes.

Chi-square analysis of across-group responses is found in Table 3. Table 4 gives Class A and Class B analysis, Table 5 presents Class A and Class C, and Table 6 shows response comparison between Class B and Class C systems.

Across-group: analysis revealed significant differences in three behavior dimensions: Curriculum (.05), Staff Personnel Administration (.05), and Administrative Structure and Organization (.05). The hypothesis was therefore accepted. No significant differences were found in Instructional Leadership, Pupil Personnel Administration, Financial Administration, School Plant and Business Management, Public Relations, and General Planning. The hypothesis was rejected.

TABLE 3

A CHI-SQUARE ANALYSIS OF THE EXPECTATIONS OF SCHOOL BOARD MEMBERS
IN SCHOOL DIVISIONS WITH OVER 16,000 PUPILS, FROM 8,000 THROUGH
15,999 PUPILS, AND LESS THAN 7,999 PUPILS FOR SCHOOL
SUPERINTENDENTS IN VIRGINIA

| | Over 16,000 | | | | 8,000 through 15,999 | | | | Less than 7,999 | | | | | | |
| | High | | Medium | | High | | Medium | | High | | Medium | | | | |
Dimensions[a]	Of[b]	Ef[c]	Of	Ef	Of	Ef	Of	Ef	Of	Ef	Of	Ef	Calculated x^2	d.f.[d]	Level of Significance[e]
1	64	71.13	31	23.87	88	91.34	34	30.66	283	272.53	81	91.47	4.93	2	n.s.[f]
2	26	20.31	65	70.69	34	27.45	89	95.55	69	81.24	295	282.76	6.44	2	.05
3	32	42.82	58	47.18	60	59.00	64	65.00	183	173.18	181	190.82	6.31	2	.05
4	53	51.34	42	42.66	72	67.01	51	56.99	189	195.65	171	166.35	1.42	2	n.s.
5	34	30.51	59	62.49	43	39.37	77	80.63	111	118.12	249	241.88	1.72	2	n.s.
6	78	69.44	16	24.56	95	98.25	38	34.75	254	259.31	97	91.69	4.87	2	n.s.
7	42	44.15	49	46.85	68	59.68	55	63.32	169	175.17	192	185.83	2.87	2	n.s.
8	20	31.99	74	62.01	41	42.19	83	81.81	135	121.82	223	236.18	9.03	2	.05
9	74	71.80	18	20.20	97	95.22	25	26.78	277	280.98	83	79.02	.72	2	n.s.

[a](1) Instructional Leadership, (2) Curriculum, (3) Staff Personnel Administration, (4) Pupil Personnel Administration, (5) Financial Administration, (6) School Plant and Business Management, (7) Public Relations, (8) Administrative Structure and Organization, (9) General Planning.

[b] Observed frequency

[c] Expected frequency

[d] Degrees of freedom

[e] .05 = 5.99; .01 = 9.21; .001 = 13.82

[f] Not significant

TABLE 4

A CHI-SQUARE ANALYSIS OF THE EXPECTATIONS OF SCHOOL BOARD MEMBERS
IN SCHOOL DIVISIONS WITH PUPIL POPULATIONS FROM 8,000 THROUGH
15,999 PUPILS AND MORE THAN 16,000 PUPILS FOR SCHOOL
SUPERINTENDENTS IN VIRGINIA

Dimension[a]	Over 16,000				8,000 through 15,999				Calculated X^2	d.f.[d]	Level of Significance[e]
	High		Medium		High		Medium				
	Of[b]	Ef[c]	Of	Ef	Of	Ef	Of	Ef			
1	64	66.54	31	28.46	88	85.46	34	36.54	.59	1	n.s.[f]
2	26	25.51	65	65.49	34	34.49	89	88.51	.02	1	n.s.
3	32	38.69	58	51.31	60	53.31	64	70.69	3.50	1	n.s.
4	53	54.22	42	40.78	72	70.78	52	53.22	.12	1	n.s.
5	34	33.62	59	59.38	43	43.38	77	76.72	.01	1	n.s.
6	78	71.64	16	22.36	95	101.36	38	31.64	4.05	1	.05
7	42	46.78	49	44.22	68	63.22	55	59.78	1.75	1	n.s.
8	20	26.30	74	67.70	41	34.70	83	89.30	3.68	1	n.s.
9	74	73.51	18	18.49	97	97.49	25	24.51	.02	1	n.s.

[a](1) Instructional Leadership, (2) Curriculum, (3) Staff Personnel Administration, (4) Pupil Personnel Administration, (5) Financial Administration, (6) School Plant and Business Management, (7) Public Relations, (8) Administrative Structure and Organization, (9) General Planning

[b]Observed frequency

[c]Expected frequency

[d]Degrees of freedom

[e].05 = 3.84; .01 = 6.64; .001 = 10.83

[f]Not significant

TABLE 5

A CHI-SQUARE ANALYSIS OF THE EXPECTATIONS OF SCHOOL BOARD MEMBERS
IN SCHOOL DIVISIONS WITH PUPIL POPULATIONS OVER 16,000 PUPILS
AND LESS THAN 7,999 PUPILS FOR SCHOOL
SUPERINTENDENTS IN VIRGINIA

Dimension[a]	Over 16,000 High Of[b]	Ef[c]	Over 16,000 Medium Of	Ef	Less than 7,999 High Of	Ef	Less than 7,999 Medium Of	Ef	Calculated x^2	d.f.[d]	Level of Significance[e]
1	64	71.82	31	23.18	283	275.18	81	88.82	4.40	1	.05
2	26	19.00	65	72.00	69	76.00	295	288.00	4.07	1	.05
3	32	42.62	58	47.38	183	172.38	181	191.62	6.27	1	.05
4	53	50.31	42	44.69	189	191.69	173	170.31	.38	1	n.s.[f]
5	34	29.77	59	63.23	111	115.23	249	244.77	1.11	1	n.s.
6	78	70.13	16	23.87	254	261.87	97	89.13	4.40	1	.05
7	42	42.48	49	48.52	169	168.52	192	192.48	.20	1	n.s.
8	20	32.23	74	61.77	135	122.77	223	235.23	8.92	1	.01
9	74	71.44	18	20.56	277	279.56	83	80.44	.51	1	n.s.

[a](1) Instructional Leadership, (2) Curriculum, (3) Staff Personnel Administration, (4) Pupil Personnel Administration, (5) Financial Administration, (6) School Plant and Business Management, (7) Public Relations, (8) Administrative Structure and Organization, (9) General Planning

[b]Observed frequency

[c]Expected frequency

[d]Degrees of freedom

[e].05 = 3.84; .01 = 6.64; .001 = 10.83

[f]Not significant

TABLE 6

A CHI-SQUARE ANALYSIS OF THE EXPECTATIONS OF SCHOOL BOARD MEMBERS
IN SCHOOL DIVISIONS WITH PUPIL POPULATIONS FROM 8,000 THROUGH
15,999 PUPILS AND LESS THAN 7,999 PUPILS FOR SCHOOL
SUPERINTENDENTS IN VIRGINIA

| | 8,000 through 15,999 | | | | Less than 7,999 | | | | | | |
| | High | | Medium | | High | | Medium | | Calculated | | Level of |
Dimension[a]	Of[b]	Ef[c]	Of	Ef	Of	Ef	Of	Ef	X^2	d.f.[d]	Significance[e]
1	88	93.13	34	28.87	283	277.87	81	86.13	1.59	1	n.s.[f]
2	34	26.01	89	96.99	69	76.99	295	287.01	4.16	1	.05
3	60	67.26	64	56.74	183	175.74	181	188.26	2.29	1	n.s.
4	72	66.59	52	57.41	189	194.41	173	167.59	1.36	1	n.s.
5	43	38.50	77	81.50	111	115.50	249	244.50	.94	1	n.s.
6	95	95.90	38	37.10	254	253.10	97	97.90	.04	1	n.s.
7	68	60.23	55	62.77	169	176.77	192	184.23	2.63	1	n.s.
8	41	45.28	83	78.72	135	130.72	223	227.28	.85	1	n.s.
9	97	94.66	25	27.34	277	279.34	83	80.66	.35	1	n.s.

[a](1) Instructional Leadership, (2) Curriculum, (3) Staff Personnel Administration, (4) Pupil Personnel Administration, (5) Financial Administration, (6) School Plant and Business Management, (7) Public Relations, (8) Administrative Structure and Organization, (9) General Planning

[b]Observed frequency

[c]Expected frequency

[d]Degrees of freedom

[e].05 = 3.84; .01 = 6.64; .001 = 10.83

[f]Not significant

Class A and Class B: comparison produced significant difference at the .05 level in one dimension, School Plant and Business Management, and the hypothesis was accepted. No significant differences were apparent in responses on Instructional Leadership, Curriculum, Staff Personnel Administration, Pupil Personnel Administration, Financial Administration, Public Relations, Administrative Structure and Organization, and General Planning. The hypothesis was therefore rejected.

Class A and Class C: significant differences were found in Instructional Leadership (.05), Curriculum (.05), Staff Personnel Administration (.05), School Plant and Business Management (.05), and Administrative Structure and Organization (.01). The hypothesis was therefore accepted. No significant differences were noted in Pupil Personnel Administration, Financial Administration, Public Relations, and General Planning; and the hypothesis was rejected.

Class B and Class C: Only in one dimension were significant differences discovered. This dimension was Curriculum, the level of probability was .05, and the hypothesis was accepted. No significant differences were shown in Instructional Leadership, Staff Personnel Administration, Pupil Personnel Administration, Financial Administration, School Plant and Business Management, Public Relations, Administrative Structure and Organization, and General Planning. The hypothesis was rejected.

Hypothesis III. There is a significant difference between
male and female school board members in their expectations for
Virginia school superintendents.--Table 7 shows the chi-square
analysis of the data collected to test this hypothesis.

Significant difference was found in Pupil Personnel
Administration at a .05 level of probability, and the hypothesis was
accepted for this dimension. Analysis produced no significant
differences in Instructional Leadership, Curriculum, Staff Personnel
Administration, Financial Administration, School Plant and Business
Management, Public Relations, Administrative Structure and
Organization, and General Planning. The hypothesis was rejected for
these dimensions.

Hypothesis IV. There is no significant difference among
school board members with varying educational levels in their
expectations for Virginia school superintendents.--Two levels of
educational experience were considered, high school graduate or less
and more than high school graduation; chi-square analysis of this
variable is found in Table 8.

On these dimensions, significant differences were produced:
Curriculum (.01) and Pupil Personnel Administration (.01). The
hypothesis was rejected. No significance was noted in the areas of
Instructional Leadership, Pupil Personnel Administration, Financial
Administration, School Plant and Business Management, Public
Relations, Administrative Structure and Organization, and General

TABLE 7

A CHI-SQUARE ANALYSIS OF THE EXPECTATIONS OF
MALE AND FEMALE SCHOOL BOARD MEMBERS FOR
SCHOOL SUPERINTENDENTS IN VIRGINIA

Dimension[a]	Male High Of[b]	Male High Ef[c]	Male Medium Of	Male Medium Ef	Female High Of	Female High Ef	Female Medium Of	Female Medium Ef	Calculated X^2	d.f.[d]	Level of Significance[e]
1	367	361.58	131	137.42	54	59.42	28	22.58	2.17	1	n.s.[f]
2	100	103.18	397	393.82	20	16.82	61	64.18	.88	1	n.s.
3	248	240.65	247	254.35	33	40.35	50	42.65	3.04	1	n.s.
4	35	44.60	47	37.40	281	271.40	218	227.60	5.28	1	.05
5	158	155.10	333	335.90	23	25.90	59	56.10	.55	1	n.s.
6	375	374.14	119	119.86	62	62.86	21	20.14	.06	1	n.s.
7	245	250.16	251	245.84	45	39.84	34	39.16	1.57	1	n.s.
8	165	161.56	330	333.44	23	26.44	58	54.56	.78	1	n.s.
9	378	376.86	117	118.14	59	60.14	20	18.86	.10	1	n.s.

[a](1) Instructional Leadership, (2) Curriculum, (3) Staff Personnel Administration, (4) Pupil Personnel Administration, (5) Financial Administration, (6) School Plant and Business Management, (7) Public Relations, (8) Administrative Structure and Organization, (9) General Planning

[b]Observed frequency

[c]Expected frequency

[d]Degrees of freedom

[e].05 = 3.84; .01 = 6.64; .001 = 10.83

[f]Not significant

TABLE 8

A CHI-SQUARE ANALYSIS OF THE EXPECTATIONS OF SCHOOL BOARD MEMBERS
WITH LESS THAN A HIGH SCHOOL EDUCATION AND WITH MORE THAN A
HIGH SCHOOL EDUCATION FOR SCHOOL SUPERINTENDENTS
IN VIRGINIA

| Dimension[a] | High School Graduate or Less | | | | High School Graduate or More | | | | Calculated X^2 | d.f.[d] | Level of Significance[e] |
| | High | | Medium | | High | | Medium | | | | |
	Of[b]	Ef[c]	Of	Ef	Of	Ef	Of	Ef			
1	96	93.47	30	32.53	335	337.53	119	117.47	.30	1	n.s.[f]
2	38	25.07	88	100.93	77	89.93	375	362.07	10.70	1	.01
3	75	61.26	51	64.74	206	219.74	246	232.26	7.67	1	.01
4	71	68.31	55	57.69	244	246.69	211	208.31	.30	1	n.s.
5	49	40.24	77	85.76	134	142.76	313	304.29	3.59	1	n.s.
6	89	95.85	35	28.15	357	350.15	96	102.85	2.75	1	n.s.
7	59	59.62	63	62.38	222	221.38	231	231.62	.02	1	n.s.
8	49	42.78	73	79.22	153	159.22	301	294.78	1.76	1	n.s.
9	93	94.29	30	28.71	347	345.71	104	105.29	.10	1	n.s.

[a](1) Instructional Leadership, (2) Curriculum, (3) Staff Personnel Administration, (4) Pupil Personnel Administration, (5) Financial Administration, (6) School Plant and Business Management, (7) Public Relations, (8) Administrative Structure and Organization, (9) General Planning

[b]Observed frequency

[c]Expected frequency

[d]Degrees of freedom

[e].05 = 3.84; .01 = 6.64; .001 = 10.83

[f]Not significant

Planning. The hypothesis was accepted.

Hypothesis V. There is no significant difference among school board members with varying lengths of board service in their expectations for Virginia school superintendents.--Three experience levels were utilized in the study; therefore, chi-square analysis was made across all levels of experience as well as between each possible pairing of experience within the model. The three experience levels used for the study are Level A (less than six years of school board service), Level B (six through twelve years of school board service), and Level C (more than twelve years of school board service).

Chi-square analysis of across-group responses is found in Table 9. Analysis of comparisons between Level A and Level B are shown in Table 10; Table 11 gives analysis between Level A and Level C; and Table 12 presents analysis of data for Level B and Level C.

Across-group: Significant differences were found in Staff Personnel Administration (.05), Pupil Personnel Administration (.05), Public Relations (.01), Administrative Structure and Organization (.01), and General Planning (.001). The hypothesis was rejected for these dimensions. No significant differences were seen in Instructional Leadership, Curriculum, Financial Administration, and School Plant and Business Management. The hypothesis was accepted.

Level A and Level B: Analysis produced significant differences in Instructional Leadership (.05), Staff Personnel Administration (.05), Public Relations (.05), and General Planning

TABLE 9

A CHI-SQUARE ANALYSIS OF THE EXPECTATIONS OF SCHOOL BOARD MEMBERS
WITH FEWER THAN SIX YEARS EXPERIENCE, FROM SIX THROUGH TWELVE
YEARS EXPERIENCE AND MORE THAN TWELVE YEARS EXPERIENCE FOR
SCHOOL SUPERINTENDENTS IN VIRGINIA

Dimension[a]	Fewer than Six Years				Six through Twelve Years				More than Twelve Years				Calculated X^2	d.f.[d]	Level of Significance[e]
	High		Medium		High		Medium		High		Medium				
	Of[b]	Ef[c]	Of	Ef	Of	Ef	Of	Ef	Of	Ef.	Of	Ef			
1	280	268.14	84	95.86	78	86.19	39	30.81	70	74.40	31	26.60	5.93	2	n.s.[f]
2	71	77.25	292	285.75	27	24.47	88	90.53	25	21.28	75	78.72	1.80	2	n.s.
3	163	180.24	200	182.76	64	55.61	48	56.39	60	51.15	43	51.85	8.83	2	.05
4	186	196.66	174	165.34	61	63.02	54	52.98	67	54.32	33	45.68	7.89	2	.05
5	131	133.56	229	227.44	47	43.29	69	73.71	34	35.15	60	59.85	.65	2	n.s.
6	281	275.77	79	84.23	87	88.86	29	27.14	74	77.37	27	23.63	1.22	2	n.s.
7	164	174.54	197	186.46	67	56.50	50	60.44	47	46.90	50	50.10	9.47	2	.01
8	117	125.55	241	232.45	46	41.38	72	76.62	39	35.07	61	64.93	9.53	2	.01
9	293	273.32	66	85.68	77	89.07	40	27.93	67	74.61	31	23.39	16.06	2	.001

a(1) Instructional Leadership, (2) Curriculum, (3) Staff Personnel Administration, (4) Pupil Personnel Administration, (5) Financial Administration, (6) School Plant and Business Management, (7) Public Relations, (8) Administrative Structure and Organization, (9) General Planning

bObserved Frequency

cExpected Frequency

dDegrees of freedom

e.05 = 5.99; .01 = 9.21; .001 = 13.82

fNot significant

TABLE 10

A CHI-SQUARE ANALYSIS OF THE EXPECTATIONS OF SCHOOL BOARD MEMBERS
WITH FEWER THAN SIX YEARS EXPERIENCE AND FROM SIX THROUGH
TWELVE YEARS EXPERIENCE FOR SCHOOL SUPERINTENDENTS
IN VIRGINIA

Dimension[a]	Fewer than Six Years High Of[b]	High Ef[c]	Medium Of	Medium Ef	Six through Twelve Years High Of	High Ef	Medium Of	Medium Ef	Calculated X^2	d.f.[d]	Level of Significance[e]
1	280	270.92	84	93.08	78	87.08	39	29.92	4.85	1	.05
2	71	74.42	292	288.58	27	23.58	88	91.42	.83	1	n.s.[f]
3	163	173.48	200	189.52	64	53.52	48	58.48	5.14	1	.05
4	186	187.06	176	174.94	61	59.94	55	56.06	.05	1	n.s.
5	131	134.43	230	226.57	47	43.57	70	73.43	.57	1	n.s.
6	281	278.32	79	81.68	87	89.68	29	26.32	.47	1	n.s.
7	164	174.46	197	186.54	67	56.54	50	60.46	4.97	1	.05
8	117	122.59	241	235.41	46	40.41	72	77.59	1.55	1	n.s.
9	293	279.05	66	79.95	77	90.95	40	26.05	12.74	1	.001

[a](1) Instructional Leadership, (2) Curriculum, (3) Staff Personnel Administration, (4) Pupil Personnel Administration, (5) Financial Administration, (6) School Plant and Business Management, (7) Public Relations, (8) Administrative Structure and Organization, (9) General Planning

[b]Observed frequency

[c]Expected frequency

[d]Degrees of freedom

[e].05 = 3.84; .01 = 6.64; .001 = 10.83

[f]Not significant

TABLE 11

A CHI-SQUARE ANALYSIS OF THE EXPECTATIONS OF SCHOOL BOARD MEMBERS
WITH FEWER THAN SIX YEARS EXPERIENCE AND MORE THAN TWELVE
YEARS EXPERIENCE FOR SCHOOL SUPERINTENDENTS
IN VIRGINIA

Dimension[a]	Fewer than Six Years				More than Twelve Years				Calculated X^2	d.f.[d]	Level of Significance[e]
	High		Medium		High		Medium				
	OF[b]	EF[c]	OF	EF	OF	EF	OF	EF			
1	280	273.98	84	90.02	70	76.02	31	24.98	2.46	1	n.s.[f]
2	71	75.27	292	287.73	25	20.73	75	79.27	1.41	1	n.s.
3	163	173.71	200	189.29	60	49.29	43	53.71	5.74	1	.05
4	186	198.24	176	163.76	67	54.76	33	45.24	7.73	1	.01
5	131	130.63	230	230.37	34	34.37	61	60.63	.01	1	n.s.
6	281	277.22	79	82.78	74	77.78	27	23.22	1.02	1	n.s.
7	164	166.31	197	194.69	47	44.69	50	52.31	.28	1	n.s.
8	117	121.94	241	236.06	39	34.06	61	65.94	1.39	1	n.s.
9	293	282.80	66	76.20	67	77.20	31	20.80	8.09	1	.01

[a](1) Instructional Leadership, (2) Curriculum, (3) Staff Personnel Administration, (4) Pupil Personnel Administration,
(5) Financial Administration, (6) School Plant and Business Management, (7) Public Relations, (8) Administrative Structure and
Organization, (9) General Planning

[b]Observed frequency

[c]Expected frequency

[d]Degrees of freedom

[e].05 = 3.84; .01 = 6.64; .001 = 10.83

[f]Not significant

TABLE 12

A CHI-SQUARE ANALYSIS OF THE EXPECTATIONS OF SCHOOL BOARD MEMBERS
FROM SIX THROUGH TWELVE YEARS EXPERIENCE AND MORE THAN
TWELVE YEARS EXPERIENCE FOR SCHOOL
SUPERINTENDENTS IN VIRGINIA

| Dimension[a] | Six through Twelve Years | | | | More than Twelve Years | | | | Calculated X^2 | d.f.[d] | Level of Significance[e] |
| | High | | Medium | | High | | Medium | | | | |
	OF[b]	EF[c]	OF	EF	OF	EF	OF	EF			
1	78	79.43	39	37.57	70	68.59	31	32.43	1.70	1	n.s.[f]
2	27	27.81	88	86.19	25	24.19	75	75.81	.07	1	n.s.
3	64	64.60	48	47.40	60	59.40	43	43.60	.03	1	n.s.
4	61	68.74	55	47.26	67	59.26	33	40.74	4.62	1	.05
5	47	44.70	70	72.30	34	36.30	61	58.70	.43	1	n.s.
6	87	86.06	29	29.94	74	74.94	27	26.06	.08	1	n.s.
7	67	62.33	50	54.67	47	51.67	50	45.33	1.65	1	n.s.
8	46	46.01	72	71.99	39	38.99	61	61.01	.00	1	n.s.
9	77	78.36	40	38.64	67	65.64	31	32.64	.16	1	n.s.

[a](1) Instructional Leadership, (2) Curriculum, (3) Staff Personnel Administration, (4) Pupil Personnel Administration, (5) Financial Administration, (6) School Plant and Business Management, (7) Public Relations, (8) Administrative Structure and Organization, (9) General Planning

[b]Observed frequency

[c]Expected frequency

[d]Degrees of freedom

[e].05 = 3.84; .01 = 6.64; .001 = 10.83

[f]Not significant

(.001). The hypothesis was rejected. No significant differences were revealed in Curriculum, Pupil Personnel Administration, Financial Administration, School Plant and Business Management, and Administrative Structure and Organization. The hypothesis, therefore, was accepted.

Level A and Level C: Significant differences were found in these behavior dimensions: Staff Personnel Administration (.05), Pupil Personnel Administration (.01), and General Planning (.01). The hypothesis was rejected. No significant differences were found in Instructional Leadership, Curriculum, Financial Administration, School Plant and Business Management, Public Relations, and Administrative Structure and Organization. The hypothesis was accepted.

Level B and Level C: Significance was shown at the .05 level of probability in the dimension of Pupil Personnel Administration, and the hypothesis was rejected. The hypothesis was accepted on the basis of no significant differences in the dimensions of Instructional Leadership, Curriculum, Staff Personnel Administration, Financial Administration, School Plant and Business Management, Public Relations, Administrative Structure and Organization, and General Planning.

Hypothesis VI. There is no significant difference among school board members with varying occupations in their expectations for Virginia school superintendents.--Three subgroups, or categories,

were considered in the study: Group A (professional), Group B (ser-
vice), and Group C (entrepreneurial, including farm ownership).
Chi-square analysis was made across all groups of occupations as well
as between each possible pairing of groups within the model.

Data analysis of across-group responses is shown in Table 13.
Table 14 gives analysis for Group A and Group B, Table 15 for Group A
and Group C, and Table 16 for Group B and Group C.

Across-group: Significant differences were found in four
dimensions of administrative behavior: Curriculum (.05), Staff
Personnel Administration (.05), Pupil Personnal Administration (.01),
and School Plant and Business Management (.001). The hypothesis was
rejected for these dimensions. Lack of significant differences was
evident in Instructional Leadership, Financial Administration, Public
Relations, Administrative Structure and Organization, and General
Planning; and the hypothesis was accepted.

Group A and Group B: No significant differences were found in
any of the dimensions on the "Questionnaire," and the hypothesis was
accepted.

Group A and Group C: Significant differences were produced by
analysis in three dimensions: Staff Personnel Administration (.05),
Pupil Personnel Administration (.05), and School Plant and Business
Management (.05). The hypothesis was therefore rejected. Chi-square
analysis failed to show significant differences in Instructional
Leadership, Curriculum, Financial Administration, Public Relations,
Administrative Structure and Organization, and General Planning. The

TABLE 13

A CHI-SQUARE ANALYSIS OF THE EXPECTATIONS OF SCHOOL BOARD MEMBERS
IN PROFESSIONAL, SERVICE AND ENTREPRENEURIAL OCCUPATIONS FOR
SCHOOL SUPERINTENDENTS IN VIRGINIA

Dimensions[a]	Professional High Of[b]	Professional High Ef[c]	Professional Medium Of	Professional Medium Ef	Service High Of	Service High Ef	Service Medium Of	Service Medium Ef	Entrepreneurial High Of	Entrepreneurial High Ef	Entrepreneurial Medium Of	Entrepreneurial Medium Ef	Calculated X^2	d.f.[d]	Level of significance[a]
1	85	79.56	22	27.44	218	219.35	77	75.65	129	133.09	50	45.91	1.81	2	n.s.[f]
2	21	23.80	84	81.20	55	65.73	235	224.27	55	41.47	128	141.53	8.40	2	.05
3	49	53.31	58	53.69	135	146.99	160	148.01	104	87.70	72	88.30	8.68	2	.05
4	57	59.14	50	47.86	146	162.49	147	131.51	117	98.37	59	79.63	10.97	2	.01
5	31	30.24	73	74.76	88	84.08	204	207.92	46	50.68	130	125.32	.88	2	n.s.
6	79	77.71	27	28.29	231	213.33	60	77.67	113	131.96	67	48.04	15.76	2	.001
7	50	53.22	57	53.78	150	143.75	139	145.25	86	89.03	93	89.97	1.12	2	n.s.
8	34	38.28	72	67.72	104	105.81	189	187.19	70	63.91	107	113.09	1.71	2	n.s.
9	81	81.59	24	23.41	228	226.10	63	64.89	137	138.30	41	39.70	.16	2	n.s.

[a](1) Instructional Leadership, (2) Curriculum, (3) Staff Personnel Administration, (4) Pupil Personnel Administration, (5) Financial Administration,
(6) School Plant and Business Management, (7) Public Relations, (8) Administrative Structure and Organization, (9) General Planning

[b]Observed frequency

[c]Expected frequency

[d]Degrees of freedom

[e].05 = 5.99; .01 = 9.21; .001 = 13.82

[f]Not significant

TABLE 14

A CHI-SQUARE ANALYSIS OF THE EXPECTATIONS OF SCHOOL BOARD MEMBERS
IN PROFESSIONAL AND SERVICE OCCUPATIONS FOR SCHOOL
SUPERINTENDENTS IN VIRGINIA

Dimension[a]	Professional High Of[b]	Professional High Ef[c]	Professional Medium Of	Professional Medium Ef	Service High Of	Service High Ef	Service Medium Of	Service Medium Ef	Calculated X^2	d.f.[d]	Level of Significance[e]
1	85	80.65	22	26.35	218	222.35	77	72.65	1.30	1	n.s.[f]
2	21	20.20	84	84.80	55	55.80	235	234.20	.05	1	n.s.
3	49	48.98	58	58.02	135	135.02	160	159.98	.00	1	n.s.
4	57	54.17	50	52.83	146	148.83	148	145.17	.41	1	n.s.
5	31	31.47	74	73.53	88	87.53	204	204.47	.01	1	n.s.
6	79	82.77	27	23.23	231	227.23	60	63.77	1.06	1	n.s.
7	50	54.04	57	52.96	150	145.96	139	143.04	.83	1	n.s.
8	34	36.66	72	69.34	104	101.34	189	191.66	.40	1	n.s.
9	81	81.93	24	23.07	228	227.07	63	63.93	.60	1	n.s.

[a](1) Instructional Leadership, (2) Curriculum, (3) Staff Personnel Administration, (4) Pupil Personnel Administration, (5) Financial Administration, (6) School Plant and Business Management, (7) Public Relations, (8) Administrative Structure and Organization, (9) General Planning

[b]Observed frequency

[c]Expected frequency

[d]Degrees of freedom

[e].05 = 3.84; .01 = 6.64; .001 = 10.83

[f]Not significant

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TABLE 15

A CHI-SQUARE ANALYSIS OF THE EXPECTATIONS OF SCHOOL BOARD MEMBERS
IN PROFESSIONAL AND ENTREPRENEURIAL OCCUPATIONS FOR SCHOOL
SUPERINTENDENTS IN VIRGINIA

| | Professional | | | | Entrepreneurial | | | | | | |
| | High | | Medium | | High | | Medium | | Calculated | | Level of |
Dimension[a]	Of[b]	Ef[c]	Of	Ef	Of	Ef	Of	Ef	X^2	d.f.[d]	Significance[e]
1	85	80.06	22	26.94	129	133.94	50	45.06	1.93	1	n.s.[f]
2	21	27.71	84	77.29	55	48.29	128	134.71	3.46	1	n.s.
3	49	57.85	58	49.15	104	95.15	72	80.85	4.73	1	.05
4	57	65.33	50	41.67	117	108.67	61	69.33	4.37	1	.05
5	31	28.77	74	76.23	46	48.23	130	127.77	.38	1	n.s.
6	79	71.16	27	34.84	113	120.84	67	59.16	4.17	1	.05
7	50	50.88	57	56.12	86	85.12	93	93.88	.05	1	n.s.
8	34	38.95	72	67.05	70	65.05	107	111.95	1.60	1	n.s.
9	81	80.88	24	24.12	137	137.12	41	40.88	.00	1	n.s.

[a](1) Instructional Leadership, (2) Curriculum, (3) Staff Personnel Administration, (4) Pupil Personnel Administration,
(5) Financial Administration, (6) School Plant and Business Management, (7) Public Relations, (8) Administrative Structure and
Organization, (9) General Planning

[b]Observed frequency

[c]Expected frequency

[d]Degrees of freedom

[e].05 = 3.84; .01 = 6.64; .001 = 10.83

[f]Not significant

TABLE 16

A CHI-SQUARE ANALYSIS OF THE EXPECTATIONS OF SCHOOL BOARD MEMBERS
IN SERVICE AND ENTREPRENEURIAL OCCUPATIONS FOR SCHOOL
SUPERINTENDENTS IN VIRGINIA

| | Service | | | | Entrepreneurial | | | | Calculated X^2 | d.f.[d] | Level of Significance[e] |
| | High | | Medium | | High | | Medium | | | | |
Dimension[a]	Of[b]	Ef[c]	Of	Ef	Of	Ef	Of	Ef			
1	218	25.96	77	79.04	129	131.04	50	47.96	.19	1	n.s.[f]
2	55	67.44	235	222.56	55	42.56	128	140.44	7.36	1	.01
3	135	149.69	160	145.31	104	89.31	72	86.69	7.84	1	.01
4	146	163.83	148	130.18	117	99.18	61	78.82	11.61	1	.001
5	88	83.61	204	208.39	46	50.39	130	125.61	.85	1	n.s.
6	231	212.54	60	78.46	113	131.46	67	48.54	15.55	1	.001
7	150	145.74	139	143.26	86	90.26	93	88.74	.65	1	n.s.
8	104	108.47	189	184.53	70	65.53	107	111.47	.77	1	n.s.
9	228	226.47	63	64.53	137	138.53	41	39.47	.13	1	n.s.

[a](1) Instructional Leadership, (2) Curriculum, (3) Staff Personnel Administration, (4) Pupil Personnel Administration, (5) Financial Administration, (6) School Plant and Business Management, (7) Public Relations, (8) Administrative Structure and Organization, (9) General Planning

[b]Observed frequency

[c]Expected frequency

[d]Degrees of freedom

[e].05 = 3.84; .01 = 6.64; .001 = 10.83

[f]Not significant

hypothesis was accepted.

Group B and Group C: Significant differences were revealed in areas of Curriculum (.01), Staff Personnel Administration (.01), Pupil Personnel Administration (.001), and School Plant and Business Management (.001). The hypothesis was rejected for these dimensions. No differences were noted in Instructional Leadership, Financial Administration, Public Relations, Administrative Structure and Organization, and General Planning, leading to the acceptance of the hypothesis for these dimensions.

Summary

Data collected from the "Expectations section, Superintendent's Behavior Questionnaire" were tabulated in terms of certain specified personal and demographic characteristics and their possible relationship to expectations held for school superintendents, as expressed in the hypotheses of the study. Data were then subjected to chi-square analysis to determine the presence or absence of significant differences in responses from subjects characterized by the differing personal and demographic features; the responses were analyzed for each of the nine behavior dimensions in the "Questionnaire."

Each category and subcategory of respondent characteristic was subjected to chi-square analysis, in terms of the stated hypotheses of the investigation. Results of these analyses were presented, both in narrative and in tabular form. Hypotheses were

accepted or rejected on the basis of the analysis pertinent to a

specific hypothesis and a specific group or subgroup of respondents.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter consists of a summary of the study, conclusions drawn from the research, and recommendations for further investigations.

Summary

The general purpose of this study was to identify and to analyze the role expectations of Virginia school board members for their superintendents. The study developed from several assumptions; one such holds that there exist among school board members differing role expectations for their superintendents, and that these differences depend on certain personal and demographic characteristics. Other assumptions hold that there is no universally-accepted role for superintendents, and that role expectations can be defined in terms of administrative behavior.

The evolving role of the superintendent was examined, and it was shown that role-conflict was an ever-present condition of his position. The school board was accepted as being the primary reference group for the superintendent, and it was found also that in some measure his administrative behavior was a reaction to the expectations board members held for him in his role.

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The literature on role theory was reviewed; and, in accordance with role theory, the school system was found to be a social system made up of a hierarchy of complementary roles and the individuals who occupied the roles. Role theory as it related generally to administration and leadership was also investigated, and it was found that expectations for the role of the administrator or the leader often were determining factors in his behavior.

The instrument used to collect data for this study was the "Superintendent's Behavior Questionnaire." It was designed to record the role expectations of school board members in nine vital areas of administrative behavior. Of the 778 school board members serving at the time of the study, 583 responded with usable returns, for a 74 per cent response.

These data were subjected to chi-square analysis to determine whether significant differences existed in responses. Interpretation of the data collected revealed discrepancies in expectations for the role of the school superintendent in Virginia. In every behavior dimension, at least one comparison of groups or subgroups revealed significant difference in responses in that dimension.

One purpose of this study was to see if there were significant relationships between selected demographic characteristics of school systems and the expectations of board members in those systems. Hypotheses I and II were related to this purpose.

City-County Designation of
System

Hypothesis I concerned itself with this variable, and was stated as follows:

There is a significant difference between city and county school board members in their expectations for Virginia school superintendents.

This difference was verified in three dimensions of administrative behavior: Instructional Leadership (.01), Financial Administration (.01), and General Planning (.05). City or county designation of school system produced no significant difference of response in the six other dimensions of expected behavior.

System Size

Size of school system was considered to be a variable that would yield a significant difference in board member responses; as indicated in Hypothesis II:

There is a significant difference among school board members of varying system size in their expectations for Virginia school superintendents.

In testing this hypothesis, it was found that significance was present at the .05 level in Curriculum, Staff Personnel Administration, and Administrative Structure and Organization expectations, when the class sizes of systems were analyzed across the three responding groups.

Greater homogeneity of expectation was indicated in the

relative absence of disagreement between Class A systems (over 16,000)
and Class B systems (8,000 through 15,999) and between Class B systems
and Class C systems (less than 7,999). Agreement did not exist
between Class A systems and Class C systems, however, this comparison
produced differences in five of the nine dimensions: Instructional
Leadership, Curriculum, Staff Personnel Administration, School Plant
and Business Administration, and Administrative Structure and
Organization. All except Administrative Structure and Organization
reflected differences significant at the .05 level; the last
dimension showed significance at the .01 level.

Another purpose of this study was to attempt to determine
whether there existed significant relationship between certain
personal characteristics of school board members and the expectations
they held for school superintendents. Hypotheses III, IV, V, and VI
were related to this attempt.

Sex of Subject

Hypothesis III stated:

There is a significant difference between male and female
school board members in their expectations for Virginia school
superintendents.

Only in the area of Pupil Personnel Administration did the data
produce a significant difference between male and female responses,
that difference being significant at the .05 level.

Educational Level of Subject

Hypothesis IV was stated as follows:

There is no significant difference among school board

members with varying educational levels in their expectations for

Virginia school superintendents.

An examination and interpretation of the data revealed significant

difference on two behavior dimensions, Curriculum and Staff Personnel

Administration. Significance was established at the .01 level in

both instances. No significant differences were found in the

remaining seven dimensions

Board Experience of Subject

It was hypothesized that length of service of a school board

member would not affect the expectations of board members. This was

expressed in Hypothesis V:

There is no significant difference among school board

members with varying lengths of board service in their expectations

for Virginia school superintendents.

Three levels of experience were considered in the study: Level A

(less than six years), Level B (six through twelve years), and

Level C (more than twelve years)

In across-group analysis, a significant difference was noted

in Staff Personnel Administration (.05), Pupil Personnel Administration

(.05), Public Relations (.01), Administrative Structure and

Organization (.01), and General Planning (.001), resulting in the

rejection of the hypothesis in across-group responses for the five dimensions named. Significant differences were also found between Level A and Level B in critical areas of administrative activity. These differences were in Instructional Leadership (.05), Staff Personnel Administration (.05), Public Relations (.05), and General Planning (.001). Between Level B and Level C, significance was found in only one dimension, Pupil Personnel Administration, and that at the .05 level. Between Level A and Level C, however, differences were established at the .05 level in Staff Personnel Administration, at the .01 level in Pupil Personnel Administration, and at the .01 level in General Planning.

Occupational Status of Subject

Hypothesis VI stated that:

There is no significant difference among school board members with varying occupations in their expectations for Virginia school superintendents.

Three subgroups, or categories, of occupations were considered in the study: Group A (professional), Group B (service), and Group C (entrepreneurial, including farm ownership).

In the across-group analysis of data, significant differences were found in four behavior dimensions: Curriculum (.05), Staff Personnel Administration (.05), Pupil Personnel Administration (.01), and School Plant and Business Administration (.001). There were no differences seen between responses from Group A and Group B

occupations on any of the administrative behavior dimensions, the only instance in the study in which this was true. Between Group B and Group C categories, significant differences were revealed in areas of Curriculum (.01), Staff Personnel Administration (.01), Pupil Personnel Administration (.001), and School Plant and Business Administration (.001). Class A and Class C differences were also apparent, being evident in dimensions of behavior covering Staff Personnel Administration (.05), Pupil Personnel Administration (.05), and School Plant and Business Management (.05).

Differences on the Nine
Behavior Dimensions

On each of the nine behavior dimensions, it was mathematically possible to conclude a maximum of fifteen significant differences from the population studied. Presented in Table 17, which follows, are the nine behavior dimensions on the "Superintendent's Behavior Questionnaire," with the number of significant differences found within and across all subject groups.

There were scarcely any disagreements relative to the expectations for the financial role the superintendent is expected to play in his job; and his public relations, instructional, and organizational functions seem to generate less disagreement than certain other activities. The strongest disagreements seemed to arise in those areas of responsibility that might be denominated more as "people-problems" than "task-problems," a finding not surprising to those who recognize the school system as a social system, comprised

TABLE 17

NUMBER OF DIFFERENCES NOTED
ON SPECIFIC DIMENSIONS
(Maximum Possible: 15)

Dimension	Differences Noted
Instructional Leadership	3
Curriculum	6
Staff Personnel Administration	9
Pupil Personnel Administration	7
Financial Administration	1
School Plant and Business Administration	5
Public Relations	2
Administrative Structure and Organization	3
General Planning	4

of all the elements of any social system.

Conclusions

From these analyses, it was concluded that:

1. Conflict does exist in school board members' expectations for their superintendents.

2. There appears to be more board member disagreement about people than about tasks.

3. Differing variables influence to differing extents

disagreement on expectations of board members; the behavior dimension

involved appears to be a factor in the extent of the disagreement.

4. County and city school board members have no signifi-

cant difference of expectations in most behavior dimensions.

5. Matters of instructional leadership and financial

administration are sources of disagreement between city and county

school board members.

6. School system size is an influential variable in board

member expectations.

7. The greater the disparity in system size, the more

likely the difference in expectation.

8. The sex of a school board member does not signifi-

cantly affect his or her expectations for a superintendent, except in

the case of Pupil Personnel Administration. This finding supports

earlier research in the "people-orientation" versus "task-orientation"

area.

9. Generally speaking, educational level of a school

board member does not significantly affect his expectations in the

large majority of administrative behavior dimensions, Curriculum and

Pupil Personnel Administration being the exceptions.

10. Length of service on a school board does produce

significant differences in expectations for a superintendent. This

difference is noted on five behavior dimensions on the

"Superintendent's Behavior Questionnaire."

11. The greater the difference in years of school board

service experience, the greater the likelihood of expectation difference.

12. Occupation of school board members does have some effect on their expectations in the areas of Curriculum, Staff Personnel Administration, Pupil Personnel Administration, and School Plant and Business Administration.

13. There exists no significant difference in expectations between professional and service occupations among school board members.

14. Major expectation differences exist between service and entrepreneurial occupations, at highly significant and very highly significant levels.

Support for these conclusions was drawn from the data produced by analyses in each of the six variables isolated for study.

Implications of the Study

There are certain implications inherent in the findings of this study. One such has to do with the desirability of having school boards take the necessary steps to ensure that superintendents are aware of expectations held for them as role incumbents. In some cases, these steps may consist merely of structuring and formalizing existing expectations. In other cases, it may be necessary to conduct special work sessions to inform boards of the kinds of administrative behavior they can properly expect of a superintendent.

It is suggested, too, that school board members take advantage

of training programs sponsored by both state and national
organizations. Informational sessions, discussion periods, and panel
and forum approaches could all be utilized for training purposes.

This study holds implications for the training and preparation
of prospective school administrators, especially those who aspire to
the superintendency. Training in all nine dimensions of
administrative behavior investigated should form a part of the
preparation program.

Since the administrative behavior of a superintendent may be
influenced by his perception of and knowledge of the expectations the
school board holds for him, it would appear that academic preparation
and training that would sharpen and increase his perceptual skills
would be advantageous. In addition, appropriate training activities
could also serve to remove barriers to proper perception. For
example, academic training in the behavioral sciences such as
political science, sociology, anthropology, psychology, and social
psychology should prove to be of benefit to the school superintendent
in helping him to become more aware of the significance of role
expectations in organizational behavior.

On-the-job observation of the superintendency would also be
of possible assistance in training and preparation, as would a
structured, guided internship. Preparation in leadership behavior,
organization principles, and decision-making should also prove
helpful, as would training in all those skills that relate to working
effectively within a social system.

It should be invaluable for the incumbent superintendent to have a knowledge and an awareness of role expectations, areas of potential conflict, and methods of reducing this potential. Increased background in the appropriate disciplines should enhance the superintendent's ability to perceive and adjust to role expectations, his ability to communicate well, his skill in group processes, and his ability to evaluate and use value patterns and motivators.

Recommendations for Further Research

The observations and impressions reached in this investigation suggested several considerations that merit further study:

1. While disagreement was noted between groups, cause for the disagreement was not sought in this study. It would be of interest to determine what factors cause the disagreement in the several cases.

2. The study could be expanded to include a sample of the national population to ascertain to what extent role disagreement was prevalent nationally.

3. The study could be broadened by the introduction of other variables, for example, per pupil expenditure, true values of a community's real property, degree of community industrialization, and availability of higher education opportunities.

4. A study could be undertaken to attempt to ascertain the influence of instruments used in role studies upon responses of subjects; perhaps differing instruments could be administered to

the same population.

5. It would be of interest to know how, if at all, a superintendent's behavior affects the expectations of a reference group.

6. Studies could be conducted to try to establish whether particular circumstances or situations control subject response, and, if so, to what degree.

7. Additional studies could be carried out to learn whether school board chairmen reflect generally the response patterns of the whole board.

8. Further study is needed on differences in expectations of other referent groups of the superintendent: pupils, teachers, and administrators. One vital question might be whether the same characteristic affected the expectations of each referent group.

Avenues for additional investigation are many and varied. Researchers should continue to add to the body of knowledge on role expectations and to investigate their importance to the effective functioning of organizations.

APPENDIX

APPENDIX A

SUPERINTENDENT'S BEHAVIOR QUESTIONNAIRE

(Modified)

Before you begin the questionnaire itself, you are asked to provide certain information about yourself and your school system. Do not identify yourself or your school system by name.

Please indicate your answers by placing a circle around the number in each item that represents your answer. Please answer all items.

1. Your school system currently enrolls

    a. over 16,000 pupils

    b. between 8,000 and 15,999 pupils

    c. fewer than 7,999 pupils

2. You are

    a. male

    b. female

3. You have been a school board member

    a. more than twelve years

    b. between six and twelve years

    c. less than six years

4. The highest educational level you achieved is

    a. high school graduate or less

    b. more than high school graduate

5. Your school system is

    a. a city system

    b. a county or town system

    6. Fill in the blank with the name of your present occupation (farmer, banker, housewife, salesman, plumber, businessman, et cetera).

    My present occupation is that of _____

    If you desire a summary of the results of this study, notify the following under separate cover:

    E. E. Brickell
    P.O. Box 6038
    Virginia Beach, VA 23456

    The following items describe various ways in which a school board member expects a superintendent of schools to behave. You are asked to indicate how you feel the superintendent should act in each situation. In other words, give your opinion of how you want your superintendent to behave in each case.

    When you have completed the questionnaire, just drop it in the mail. Postage is already paid.

    Circle the number that will show what you expect. Please complete all items.

Example

    The superintendent should be in his office on Saturday.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

This answer shows that you expect your superintendent to be in his

office every Saturday.

The Superintendent's Behavior
Questionnaire (Expectations)
(Modified)

I. Instructional Leadership

1. The superintendent should see to it that teachers are
evaluated on a formal basis at least once a year, and that reports on
these evaluations be presented to the school board.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

2. The superintendent should see to it that in-service
seminars, workshops, and institutes be conducted . . . for all
teachers.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

3. The superintendent should be familiar with, and
encourage teachers to use new and improved methods and innovations as
soon as they are available.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

4. The superintendent should spend . . . time developing
instructional programs, and work closely with principals in this
regard.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

II. Curriculum

5. The superintendent should encourage staff members to

investigate new curricula through visits to other schools, reading,

research, and experimentation.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

6. The superintendent should have committees of staff

members in on all major decisions involving the changing of the

instructional program, and selection of new textbooks, audiovisual

aids and other instructional supplies.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

7. The superintendent together with the board should

make . . . curriculum and instructional changes without getting the

teaching staff . . . involved.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

8. The superintendent should spend . . . time reading

professional articles, attending professional conferences, doing his

own research, and writing for professional journals, so that he will

become familiar with recent curriculum trends.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

III. Staff Personnel Administration

9. In considering promotions, the superintendent should

. . . favor staff from within the system over outsiders.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

10. The superintendent should see to it that the best

nonprofessional staff (that is, caretakers, repairmen, stenographers and bus drivers) are employed.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

     11.   The superintendent should give consideration to local values or feelings regarding race, religion, or ethnic origin in filling vacant positions.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

     12.   The superintendent should promote the general welfare of the staff by means of striving for better teachers' salaries, reduced teaching loads, smaller class sizes, and greater emphasis on specialization.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

     13.   The superintendent should keep a watchful eye on the personal life of his staff because of the impact it may have on the children or community.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

IV.   Pupil Personnel Administration

     14.   The superintendent should establish school admission policies, including determination of age, testing, and the plan for parent interviews.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

     15.   The superintendent should make the final

recommendations with respect to cases of pupil suspension or expulsion.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

16. The superintendent should exercise control over athletic and other cocurricular activities. . . .

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

17. The superintendent should see to it that pupil personnel records are kept of all pupils, dealing with such things as census, examination results, and promotions.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

V.   Financial Administration

18. The superintendent should assist the school board in resisting demands for higher salaries from militant teacher groups.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

19. In drawing up the budget the superintendent should place the educational needs of the school children above such factors as costs to the taxpayers.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

20. The superintendent should make . . . use of teachers and other staff in drawing up pertinent items of the budget.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

21. The superintendent should "over-estimate" on his original draft [of the budget], in anticipation of large "cuts" by

the school board.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

22. The superintendent through his staff should

establish . . . procedures for handling and accounting of funds.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

VI. School Plant and Business Management

23. The superintendent should conduct surveys and keep

. . . up data to predict future building needs and trends.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

24. The superintendent should develop and conduct . . .

programs of plant operation and maintenance.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

25. The superintendent should make recommendations to the

board with regard to the selection of types of buildings required,

school sites, contractors, and architects.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

26. The superintendent should favor local firms of

contractors, subcontractors and architects over outside firms. . . .

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

27. The superintendent with the board should formulate

and enforce policies governing the use of school facilities by

community groups.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

28. The superintendent should develop a . . . system of pupil transportation.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

VII. Public Relations

29. The superintendent should keep his office open to all community members. . . .

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

30. The superintendent should [personally] . . . support worthy community organizations by speaking to groups or by holding office in them.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

31. The superintendent should establish regular channels of communication with local newspapers, radio, and television.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

32. The superintendent should leave the responsibilities of public relations to the board and staff. He should let board members interpret their policies to the public, and principals and staffs handle the school-community relations--thus giving himself time for more important matters.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

VIII. Administrative Structure and Organization

33. The superintendent should spend more time in the
local area than on state or [national] projects and conferences.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

34. The superintendent should [identify] people whose
personality and ability are respected [for appointment] to the
school board, and . . . even give a helping hand.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

35. The superintendent should provide board members with
an agenda at least two or three days before each board meeting.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

36. The superintendent should . . . take a neutral stand
on any issues on which the community is evenly divided.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

IX. General Planning

37. The superintendent should give much of his effort to
the development of long-range plans for the growth and improvement of
the school system.

1	2	3	4	5	6	7
Never	Almost Never	Seldom	Occasionally	Often	Almost Always	Always

APPENDIX B

STATISTICAL MODELS USED IN TESTING

HYPOTHESES

Hypothesis I. There is a significant difference between city
and county school board members in their expectations for Virginia
school superintendents.--Model I, following, was used to test
Hypothesis I for each of the nine behavior dimensions in the
"Superintendent's Behavior Questionnaire."

Type of Division	Level of Expectation		
	High	Medium	Low
City			
County			
	x^2		

Hypothesis II. There is a significant difference among school
board members of varying system size in their expectations for
Virginia school superintendents.--Model II, following, was used to
test Hypothesis II for each of the nine behavior dimensions in the
"Superintendent's Behavior Questionnaire."

Pupil Population	Level of Expectation		
	High	Medium	Low
Over 16,000			
8,000 through 15,999			
Less than 7,999			
	x^2		

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Hypothesis III. There is a significant difference between
male and female board members in their expectations for Virginia
school superintendents.--Model III, following, was used to test
Hypothesis III for each of the nine behavior dimensions in the
"Superintendent's Behavior Questionnaire."

Sex	Level of Expectation		
	High	Medium	Low
Female			
Male			
		x^2	

Hypothesis IV. There is no significant difference among
school board members with varying educational levels in their
expectations for Virginia school superintendents.--Model IV,
following, was used to test Hypothesis IV for each of the nine
behavior dimensions on the "Superintendent's Behavior Questionnaire."

Education	Level of Expectation		
	High	Medium	Low
High school or less			
More than High School			
		x^2	

Hypothesis V. There is no significant difference among school
board members with varying lengths of board service in their expecta-
tions for Virginia school superintendents.--Model V, following, was
used to test Hypothesis V for each of the nine behavior dimensions on

the "Superintendent's Behavior Questionnaire."

Experience	Level of Expectation		
	High	Medium	Low
Less than six years			
Six through twelve years			
More than twelve years			

$$x^2$$

Hypothesis VI. There is no significant difference among school board members with varying occupations in their expectations for Virginia school superintendents.--Model VI, following, was used to test Hypothesis VI for each of the nine behavior dimensions in the "Superintendent's Behavior Questionnaire."

Occupation	Level of Expectation		
	High	Medium	Low
Professional			
Service			
Entrepreneurial			

$$x^2$$

APPENDIX C

LETTER FROM DR. WILLIAM BULLOCK, JR.

Williamsburg, Virginia
October 18, 1972

Dear Board Member:

Mr. Edward Brickell is a candidate for the degree of Doctor of
Education at the College of William and Mary. His study in which you
have been requested to participate, should contribute substantially
to the knowledge of what Virginia school board members expect of their
superintendents. Such information will be helpful to designers of
graduate administration programs, to practicing superintendents, and
to aspiring superintendents. Your responses are essential to the
success of Mr. Brickell's study. I encourage you to participate.

Very truly,

William Bullock, Jr.
Chairman, Division of
Administration and Higher
Education

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APPENDIX D

LETTER FROM MR. JOSEPH P. KING, JR.

<div align="right">
Franklin, Virginia
November 6, 1972
</div>

Fellow School Board Member:

Mr. E. E. Brickell, Superintendent of Schools in Virginia Beach, is currently writing a doctoral dissertation at the College of William and Mary, a study on what we as board members expect of our superintendents.

I believe the results of the study can be very valuable to us in our efforts to further public education in Virginia, and I respectfully request that you cooperate with Mr. Brickell by filling out and returning the enclosed questionnaire.

With kind regards, I am

Sincerely,

J. P. King, Jr.
President,
Virginia School Boards
Association

APPENDIX E

LETTER FROM RAYMOND G. FAST

Red Deer, Alberta
December 20, 1972

Mr. E. E. Brickell
Division Superintendent
Virginia Beach City Public Schools
School Administration Building
P. O. Box 6038
Virginia Beach, Virginia 23456
U.S.A.

Dear Mr. Brickell:

Thank you for advising me of your intention to use my S.B.Q.,
and for the assurance that proper credit will be given. Should you
have an extra copy of your completed dissertation I would be
interested in reading it.

Good luck on the project!

Sincerely,

R. G. Fast
Administrator

APPENDIX F

COVER LETTER FOR "SUPERINTENDENT'S

BEHAVIOR QUESTIONNAIRE"

P. O. Box 6038
Virginia Beach, Virginia 23456
November 8, 1972

Dear School Board Member:

I am currently engaged in a research project at the College of William and Mary in partial fulfillment of the requirements for the Doctor of Education degree. To complete this study I need your assistance. The main purpose of the study is to determine the expectations that Virginia school board members hold for their superintendents, and it is felt that the results will make a substantial contribution to an understanding of the superintendent's job.

Enclosed you will find a copy of the "Expectations section, Superintendent's Behavior Questionnaire"; it will take less than thirty minutes for you to indicate your personal judgment for each of the items listed, and there are no "right" or "wrong" answers. Every item should be responded to.

Please complete the questionnaire and return it to me in the enclosed stamped and self-addressed envelope.

All replies will be held in strict confidence, and it is not necessary to identify yourself in completing the questionnaire; should you desire a summary of the findings, however, you may enclose your name and address.

With deep appreciation for your cooperation, I am

Sincerely yours,

E. E. Brickell

APPENDIX G

FOLLOW-UP LETTER

P. O. Box 6038
Virginia Beach, Virginia 23456
December 8, 1972

Dear School Board Member:

If you have not responded to the items in the
"Superintendent's Behavior Questionnaire" I sent to you a few weeks
ago, would you please do so at your earliest convenience.

In case you have lost or mislaid your questionnaire, I am
enclosing another one; just fill it out and drop it in the mail.

With many thanks for your kind cooperation, I am

Sincerely yours,

E. E. Brickell

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AN IDENTIFICATION AND ANALYSIS OF THE
EXPECTATIONS OF VIRGINIA SCHOOL
BOARD MEMBERS FOR THEIR
SUPERINTENDENTS

Edward E. Brickell, Jr.
College of William and Mary in Virginia, 1973

Chairman: Dr. William Bullock, Jr.

The Problem

The purpose of the study was to identify and analyze the role
expectations of Virginia school board members for their superinten-
dents. It was hypothesized that certain selected variables accounted
for significant differences in expectations among school board member
groups, these variables dealing with sex of board member, length of
service on a school board, occupation of board member, educational
level of board member, size of system, and city-county designation of
school system.

Research Procedures

The study utilized the "Superintendent's Behavior
Questionnaire" to examine the expectations of Virginia school board
members; the "Questionnaire" was a forced-choice instrument of thirty-
seven items, covering nine dimensions of a superintendent's
administrative behavior: Instructional Leadership, Curriculum, Staff
Personnel Administration, Pupil Personnel Administration, Financial
Administration, School Plant and Business Management, Public Relations,
Administrative Structure and Organization, and General Planning.
Responses to the "Questionnaire" were subjected to chi-square analysis
to determine whether a significant difference existed.

Major Findings

Analysis of the data revealed significant differences in role
expectations in each behavior dimension, in at least one group or
subgroup comparison. Size of school system, length of service, and
occupation, appeared as relevant variables in most analyses. Sex,
educational level, and city-county designation did not appear as
relevant variables so often as the other variables. More differences
seemed to exist where "people orientation" was more apparent than
"task orientation."

Conclusions

It was indicated that conflict does exist in school board
members' expectations for their superintendents. Differing variables
influence to differing extents the disagreement on expectations; the
behavior dimension involved appears to be a factor in the extent of
the disagreement. It was recommended that further studies be
conducted in this area, with emphasis being placed on an effort to
discover specific causes of differences in expectations.