

THE IMPORTANCE AND PERFORMANCE OF SUPERINTENDENTS'  
JOB FUNCTIONS AS PERCEIVED BY BOARD MEMBERS  
AND SUPERINTENDENTS

DISSERTATION

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## CHAPTER ONE

### Description of the Study

The functions of the superintendency are crucial to the organization and administration of a public school system. Yet, despite the importance of this position, objective and systematic procedures and processes concerning the identification and evaluation of superintendents' job functions are seldom employed. The result has been "wide-spread dissatisfaction with superintendents' evaluation and performance appraisal programs by both superintendents and boards."<sup>1</sup> Casual, unspecified evaluations of superintendents lead to the development of misunderstandings between school boards and superintendents and interfere with "the efficient conversion of board policy into school system practice."<sup>2</sup>

In an effort to remedy this situation, the performance required of the superintendent to fulfill the duties of his position must be identified in terms which are clear and attainable, so that all will understand what is to be accomplished. Then, a superintendent may compare his views on which functions of the superintendency are important to those of his board and attempt to arrive at an

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<sup>1</sup> Columbus Salley, "Superintendents' Job Priorities," Administrator's Notebook, 27 (1979-80), 4.

<sup>2</sup> Dallas P. Dickinson, "Superintendent Evaluation Requires A Sophisticated, Step-By-Step Plan Like the One You'll Find Right Here." The American School Board Journal, 167 (1980), 34.

agreement. If, however, the goal is the selection of a new superintendent, board members could present candidates with their views on important job functions and attempt to reach a decision based on objective knowledge and sound procedures rather than on arbitrary and unsystematic methods.<sup>3</sup> This makes it possible for the managerial and institutional<sup>4</sup> levels of the school system to reach a consensus before a job commitment is undertaken.

Understanding the significance of a consensus between these two levels is augmented by knowledge concerning the structure of social systems. Structures of social systems consist of roles, norms, and collectives.<sup>5</sup> A role is a pattern of expectations concerning the behavior of people who occupy specific statuses or positions. Role expectations are defined in terms of norms (sets of rules legitimated by commonly shared values). Norms specify rights, duties, and liabilities in social relationships. They are enforced by sanctions, which are methods for approving or disapproving of particular social actions. Sanctions are basically rewards and punishments whose purposes are to reinforce or extinguish particular items of behavior. Collectives are groups that have clear criteria regarding membership

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<sup>3</sup> Salley, p. 4.

<sup>4</sup> Talcott Parsons, "Some Ingredients of a General Theory of Formal Organization," Administrative Theory in Education, ed. Andrew W. Halpin (Danville, Illinois: The Interstate Printers and Publishers, 1958), pp. 40-72.

<sup>5</sup> Benton Johnson, Functionalism in Modern Sociology; Understanding Talcott Parsons (Morristown, New Jersey: General Learning Press, 1975), pp. 24-25.



and a division of labor among their members. For example, collectives may be families, clubs, and large-scale formal organizations. Thus, the behavior of an individual is not a random matter. It is to a large extent the result of the expectations and demands of the collectivity or group. Therefore, knowing what is expected of the office of superintendency (is) essential to efficient and effective behavior for persons filling this role.

*- According to Gross*

In other words, the defining of the performance of a superintendent is concerned with three elements: expectations, behavior, and social location.<sup>6</sup> A person performing the role of superintendent finds that with this office comes certain expectations concerning behavior or performance. As a result, a superintendent's behavior is dependent upon the awareness of society's anticipation and demands.

A study clarifying the expectations and perceptions of board members and superintendents will increase understanding regarding the role of the superintendent, and, in addition, allow the superintendent the opportunity to perform his job functions more effectively by becoming aware of how others view the role. The requirements of the superintendency will be explicit, instead of implicit. There will no longer remain a nebulous relationship between board members and superintendents, regarding the behavior of the superintendent. The superintendent will know what is expected of him, and, by

<sup>6</sup> Neal Gross, Ward S. Mason, Alexander W. McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role (New York: John Wiley and Sons, 1958), p. 18.

knowing, he will be responsible for the tasks of the office as viewed by the different levels of the system. When his performance of the important job functions are evaluated, there will be no question as to what is considered important. It will have been determined. Instead of examining traits or attributes, as has been done in the past, the anticipated and actual behavior of superintendents as perceived by board members and superintendents will be considered. The role and behavior of the superintendent will then be described in terms which are observable and indicative of organizational demands. Furthermore, there will be no excuse for a superintendent to fail in his role or for board members to accept less from a person occupying the office of superintendency.

] naive

This researcher observed the views of board members and superintendents on the importance and performance of job functions of the superintendency, in anticipation of noting a relationship between importance and performance. It was theorized that if board members and superintendents agreed on the importance of superintendents' job functions, they would agree on the performance of the superintendent. If they disagreed on the importance of the functions, they would also disagree on the performance of the superintendent. Such findings would indicate that the performance of a superintendent relates to the extent of understanding or agreement among different levels of the system on the importance of superintendents' job functions.

Statement of the Problem

The purpose of this investigation was to determine the degree of consensus between the perceptions of board members and superintendents on the competency with which superintendents performed ~~the~~ seventeen job functions of the superintendency, controlling for the influence of the perceived importance of the job functions.

*out of the blue*

*what does he mean?*

*No significant difference was found in these*

Hypotheses

1. There is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the collective bargaining function, controlling for the ratings on the importance of that function.

2. There is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the desegregation and race relations function, controlling for the ratings on the importance of that function.

*why was this left in?*

3. There is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the relations with principals function, controlling for the ratings on the importance of that function.

4. There is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the federal and state relations function, controlling for the ratings on the importance of that function.

5. There is no significant difference between the means of the ratings by board members and by superintendents on the superinten-

dent's performance of the central office coordination function, controlling for the ratings on the importance of that function.

6. There is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the budgeting function, controlling for the ratings on the importance of that function.

7. There is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the information systems and reporting function, controlling for the ratings on the importance of that function.

8. There is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the providing physical facilities function, controlling for the ratings on the importance of that function.

9. There is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the teacher and staff evaluation function, controlling for the ratings on the importance of that function.

10. There is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the special programs and projects function, controlling for the ratings on the importance of that function.

11. There is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the dealing with societal problems function, controlling for the ratings on the importance of that function.

12. There is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the community relations and support function, controlling for the ratings on the importance of that function.

13. There is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the personnel administration function, controlling for the ratings on the importance of that function.

14. There is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the board relations function, controlling for the ratings on the importance of that function.

15. There is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the collegial relations function, controlling for the ratings on the importance of that function.

16. There is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the monitoring student achievement function, controlling for the ratings on the importance of that function.

17. There is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the dealing with political influences function,

controlling for the ratings on the importance of that function.<sup>7</sup>

#### Definition of Terms

Administrator refers to a person occupying a line position who oversees and leads an entire school system or a part of a school system. The activities of an administrator contribute to the enhancement of teaching and learning, which are the goals of the educational organization.

Board of education relates to members selected by the citizens of the community to establish policy which is <sup>in</sup> ~~to~~ the best interest of the entire district. The board members, officially, are agents of the state, responsible for carrying out educational policies determined by the state laws. In actuality, however, the execution or carrying out of the policies remains to the employed experts of the board, the superintendent and his co-workers.

Chief administrator or chief executive is limited to the person employed by the board of education to administer policy. The noun superintendent may be a synonym.

Function denotes a specific task describing daily behavior. This study is concerned with functions related to the job of superintendents. Thus, a function of superintendents will entail what they do each day in order to fulfill the responsibilities of their position.<sup>8</sup>

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<sup>7</sup> The seventeen job functions presented in these hypotheses were listed by Columbus Salley, "Superintendents' Job Priorities," Administrator's Notebook, 27 (1979-80), 2.

<sup>8</sup> Salley, p. 1.

Line describes the position of one who is responsible for the operation of the major units of a school district. Those who occupy such positions are assumed capable and entitled to make decisions. A building principal, for example, is considered a line person as he is responsible for the operation of a school.

Role represents the dynamic aspect of a status. An individual is assigned a status or position and occupies it with relation to other statuses. When putting the rights and duties which constitute the status into effect, a role is being performed.<sup>9</sup> A role is further defined as a sector of the total orientation system of an individual actor which is organized about expectations relating to a particular interaction context, which in turn is integrated with a particular set of value-standards that govern interaction with one or more alters in the appropriate complementary roles.<sup>10</sup>

Staff designates those who serve in a fact-gathering or advisory capacity or perform a specialized function for line officers. These persons normally do not have the responsibility for a school; instead, they have functional responsibilities.

Superintendency has evolved in essence over the last few years due mainly to the immense growth in size of school districts. This

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<sup>9</sup> Steven P. Hencley, "Definition of Concepts," Professional Administrators for America's Schools, Thirty-eight Yearbook of the American Association of School Administrators (1960), p. 288.

<sup>10</sup> Talcott Parsons, The Social System (New York: The Free Press, 1951), pp. 38-39.

new meaning tends to describe the process of overseeing and leading the operations of a school system. It is concerned more with the functions or tasks of the organization under the direction of the superintendent.

Superintendent is a chief executive of a school system who generally initiates policy and provides evidence on which the board makes policy decisions. He also accepts the final responsibility for the operation of the schools. The superintendent may delegate authority and some degree of responsibility; however, he cannot delegate final accountability for tasks performed by the personnel.

#### Justification of the Study

Salley has stated "that the superintendency's functions or dimensions are relatively invariant from one district to the next."<sup>11</sup> However, he contends, though superintendents do basically the same things, they differ as to the importance they attach to these tasks due to the job situations or operating circumstances; examples are number of principals, number of teachers, number of schools, student enrollment, and so on. His findings are:

1. The greatest number of differentiations among superintendents' ratings of the importance of their job tasks relate to the organization and size of school districts.

2. Size, selection mode, and term of office of board members do not influence superintendents.

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<sup>11</sup> Salley, p. 1.



3. Ethnic characteristics of the dominant race of students and staff account for the second largest number of differentiations.

4. Socio-economic status yields no significant differentiation.

5. The least number of differentiations is created by the superintendents' personal characteristics.

6. No differentiations are produced by the age, race, number of years in present superintendency, number of years as a superintendent and major field of specialization of superintendents.<sup>12</sup>

A superintendent may emphasize tasks or dimensions which are not deemed important by others in the system, such as board members. In this situation, it is assumed that a superintendent is viewed as performing with less than acceptable competency. Conversely, a superintendent who agrees with board members on the importance of the tasks will be considered competent in performing these tasks.

The findings of this study should aid school systems in selecting appropriate candidates for the superintendency. As a result, expenses and ineffective long-term leadership, due to short terms in office by superintendents, would be decreased.<sup>13</sup> In addition, it should assist the newly assigned and the experienced superintendent in adapting to the unique situation of each system in order that maximum performance may be achieved. In this manner, a

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<sup>12</sup> Salley, p. 2.

<sup>13</sup> Sharon Zickefouse, "Successful and Unsuccessful School Superintendents" (Ed.D. dissertation, West Virginia University, 1979).

superintendent is able to anticipate and to respond to the expectations and needs of the educational organization, encouraging a sense of mission and an attitude of personal involvement necessary to school systems, if they are to be dynamic and vital in the society of today and tomorrow.

#### Overview

Chapter One presented the background of the study, statement of the problem, hypotheses, definition of terms, and justification of the study. Chapter Two consists of a review of the relevant literature. Chapter Three discusses the research methodology and the procedures which were used for collecting the data. Chapter Four presents and analyzes the data. Chapter Five summarizes and discusses implications of the study.

## CHAPTER TWO

### Review of Literature

Chapter Two contains the survey of selected research and literature. Included are studies concerning theories of leadership, board-superintendent relations, role of the superintendent, and functions of the superintendency. The research reviewed represents attempts to achieve a more sophisticated understanding regarding the public school superintendency and its dimensions.

#### Background

The basic purpose of this study was to examine the relationship between the importance of superintendents' job dimensions and the degree of competency with which superintendents performed in these areas. This was achieved by collecting and analyzing the perceptions of board members and superintendents on the importance of each job factor and how well individual superintendents were performing the tasks represented by the job factors. The respondents consisted of board members and superintendents serving in all fifty-five counties of West Virginia.

Pertinent to this investigation is research connecting expectations and behavior. What do superintendents do? What are superintendents expected to do? Is there a connection between expectation and performance?

### Theories of Leadership

Leadership theories are said to exist as attempts to explain (1) the factors important to the emergence of leadership or (2) the nature of leadership.<sup>13</sup> Three types of theories have been identified: trait, behavioral, and situational.

#### Trait Theory

The earliest theorists and researchers in leadership emphasized the characteristics of leaders. The idea was that effective leadership found its root in ability which had been inherited or acquired at an early age. Carlyle's essay on heroes, presented in 1841, tended to reinforce this concept,<sup>14</sup> and out of it grew the "great man" theory and "personality theory." The "great man" theory held that progress is due to the efforts and accomplishments of men who have possessed special combinations of personal traits which caused them to become leaders. The personality theory was not considered important until the development of the personality tests in the 1920's. This new measurement created an interest in discovering the traits of effective leaders so that they could be contrasted with those of people who were less endowed.

In 1948, Stogdill's examination of traits led him to discredit the trait theory. He concluded that it was more useful to consider leadership as a relationship between people in particular social

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<sup>13</sup> Ralph N. Stogdill, Handbook of Leadership (New York: The Free Press, 1974), p. 17.

<sup>14</sup> Stogdill, p. 17.

situations.<sup>15</sup> However, exploring leadership traits has assisted in developing a basis for comprehending the performance of superintendents, a necessity when preparing to undertake a study aimed at investigating what superintendents do and what they are expected to do. Relating traits to performance may indicate the advantage of careful selection based on objective knowledge and procedures, rather than selecting a superintendent by arbitrary and unsystematic practices, a common situation in today's school systems. In addition, as the result of Stogdill's work and others similar to it, interest began to center on relationships between leader behaviors and work group performance and satisfaction. Two of the most important studies were developed at The Ohio State University and at The University of Michigan.

#### Behavior Models

The Ohio State Leadership studies, which began shortly after the end of the Second World War, were directed toward the situational determination of leadership behavior; however, much of the effort was used to identify the types of behaviors leaders display and to determine the effects of leadership style on work group performance and satisfaction. The early Ohio State Studies were located in military organizations. In one of the studies, Halpin and Winer<sup>16</sup>

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<sup>15</sup> Ralph M. Stogdill, "Personal Factors Associated with Leadership: A Survey of the Literature," The Journal of Psychology 25 (1948), 64.

<sup>16</sup> Andrew W. Halpin, Theory and Research in Administration (New York: The Macmillan Company, 1966), p. 88.

worked with an instrument structured initially by Hemphill and Coons at The Ohio State University<sup>17</sup> to assess leader behavior. This instrument, The Leadership Behavior Description Questionnaire (LBDQ), assisted in the identification of two major dimensions of leader behavior: Initiating Structure and Consideration. "Initiating Structure refers to the leader's behavior in delineating the relationship between himself and members of the work-groups, and in endeavoring to establish well-defined patterns of organization, channels of communication, and methods of procedure. Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff."<sup>18</sup>

Consideration and Initiating Structure are considered two separate dimensions which may range from low to high in any individual. Therefore, a leader high in one dimension does not have to be low in the other. This creates a possibility of four leadership styles:

1. High Consideration and High Initiating Structure.
2. Low Consideration and Low Initiating Structure.
3. High Consideration and Low Initiating Structure.
4. Low Consideration and High Initiating Structure.

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<sup>17</sup> John K. Hemphill and Alvin E. Coons, Leader Behavior Description (Columbus, Ohio: Personnel Research Board, The Ohio State University, 1950).

<sup>18</sup> Andrew W. Halpin, The Leadership Behavior of School Superintendents (2nd ed., Chicago: Midwest Administration Center, University of Chicago, 1950), p. 4.

Studies have been conducted at Ohio State and elsewhere, comparing the effects of these four styles on subordinate performance and satisfaction, but no single leadership style was identified as being universally best. The High Consideration-High Initiating Structure style was determined as leading to high satisfaction and performance more often than any of the others. However, in one study conducted by Fleishman, Harris, and Burt, <sup>19</sup> Consideration was found to relate negatively to performance ratings of the leader by his superiors; in another, Structure was connected with decreased subordinate satisfaction and increased grievances and attrition. <sup>20</sup> Thus, though demonstrating leader behavior which is highly considerate and highly structuring appears to generally result in positive organizational outcomes, it does not happen in all cases. In fact, it appears that Consideration and Initiating Structure may be situation-specific. <sup>21</sup>

Therefore, The Ohio State Studies indicate that though Consideration and Initiating Structure are two primary behaviors demonstrated by leaders, these behaviors do not explicitly relate to

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<sup>19</sup> Edwin A. Fleishman, Edwin F. Harris, and Harold E. Burt, Leadership and Supervision in Industry (Columbus: The Ohio State University, Bureau of Educational Research, 1955).

<sup>20</sup> Edwin A. Fleishman and Edwin F. Harris, "Patterns of Leadership Behavior Related to Employee Grievances and Turnover," Personnel Psychology 15 (1962), 43-56.

<sup>21</sup> Steven Kerr, Chester Schriesheim, Charles J. Murphy, and Ralph M. Stogdill, "Toward A Contingency Theory of Leadership Based Upon the Consideration and Initiation Structure Literature," Organizational Behavior and Human Performance, 12 (1974), 62-82.

subordinate performance and satisfaction. However, these studies are important for the contribution they have made in defining and describing behaviors and roles of leadership; and, as this study is also interested in specifying how superintendents, as leaders, are expected to behave and do behave, it aids in the search for such information.

On the other hand, being aware of repeated criticisms of the LBDQ is also pertinent. Halpin<sup>22</sup> has often advocated the study of leader behavior, yet the LBDQ observes behavior of leaders from the views or perceptions of leaders themselves and others concerned with the behavior of the leader. Griffiths has warned against the dangers of confusing perceptions with behavior.<sup>23</sup> It appears that stating exactly what is being observed and by what means observation is occurring is the issue. Actions or behaviors are always relevant to the actor and/or the observer. Hence, the importance of the act is determined by how it is viewed by the actor himself and by others, which is one of the main principles of this study. Knowing what is expected of a superintendent, concerning his behavior, will assist in assuring that the specified tasks or functions of the superintendency will be performed.

Other research pertinent to leader behaviors was conducted by Survey Research Center of the University of Michigan. The goal was

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<sup>22</sup> For example, Andrew W. Halpin, "The Behavior of Leaders," Educational Leadership 14 (1956), 172-176.

<sup>23</sup> Daniel E. Griffiths, Research in Educational Administration (New York: Teachers College, Columbia University, 1959).



to identify leader behaviors which would maximize subordinate performance and satisfaction, but the attempt was not successful.

The Michigan researchers began by studying clerical workers in a large insurance company.<sup>24</sup> Though the results were not significant, it was found that supervisors in the more productive sections were more apt to behave differently than those in less productive sections. The supervisors of higher producing groups spent more time in planning and left the production of the work to their subordinates. Also, broader goals and more freedom in accomplishing their tasks were given subordinates. Finally, supervisors of these higher producing groups were usually described as being more concerned with their subordinates as persons. For example, a supervisor of such a group would be interested in training members of the group for advancement. In addition, he would be concerned over personal events and well-being of the subordinates.

Similar results were achieved in other studies in regard to the looseness of supervision. It was assumed that "general supervision" (as the Michigan researchers called it) was related to high productivity, and low productivity to close supervision. However, Patchen<sup>25</sup> in a study of employees in a plastic manufacturing company found that close supervision may be associated with positive results.

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<sup>24</sup> Donald Katz, Nathan Maccoby, and Nancy Morse, Productivity, Supervision and Morale in An Office Situation (Ann Arbor, Michigan: University of Michigan Survey Center, 1951).

<sup>25</sup> Martin A. Patchen. "Supervisory Methods and Group Performance Norms," Administration Science Quarterly 7 (1962), pp. 275-293.

Employees in this plant did not see close supervision as detrimental. Again, the results seem to indicate the importance of the situation. The "best way" to lead apparently depends on the situation rather than the relationships among supervisory behavior, organizational structure, and employee satisfaction.

### Situational Theory

Two of the most discussed situational theories was Fiedler's Contingency Theory and the Path-Goal Theory of Leadership originally proposed by House. Fiedler has utilized "the concept of psychological orientation in preference to style."<sup>26</sup> Leaders are classified as task-oriented or interpersonal relationships-oriented according to their descriptions of the individual with whom they least prefer to work. After much investigation in controlled situations, Fiedler concludes that the most effective leadership depends on (1) the relations between the leader and group members, (2) nature of the task to be performed, whether structured or unstructured, and (3) position power of leader.<sup>27</sup>

Fiedler's approach to an understanding of leadership is somewhat different from other views because of the explanation offered for leadership style and specific variables related to style and effectiveness. The leadership style is not dependent on behavior.

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<sup>26</sup> Thomas J. Sergiovanni and Fred D. Carver, The New School Executive; A Theory of Administration (New York: Dodd Mead and Company, 1973), p. 205.

<sup>27</sup> Fred E. Fiedler, A Theory of Leadership Effectiveness (New York: McGraw-Hill, 1967), Chapter 9.

It is inferred from psychological orientation as reflected in a description of the Least Preferred Co-worker, the only measure of leadership which has been regularly used in researching the Contingency Theory.<sup>28</sup> "The 'contingency' variables are empirically derived situational determinants of effectiveness of leadership style in achieving group tasks."<sup>29</sup> Thus, it is assumed that leadership acts are necessary to goal achievement and the situational variables offer only what the most effective leadership style may be.<sup>30</sup> In fact, the theory specifies that relationship-motivated leaders will be more effective than task-motivated leaders in situations of moderate favorableness, but less effective than task-motivated leaders in highly favorable or highly unfavorable situations. Sergiovanni and Carver offer a simplified statement of the theory in the following equation:<sup>31</sup>

Appropriate leadership style	for	effective goal achievement	is a function of	<u>three variables</u>
Task-oriented style or interpersonal relations-oriented style		organizational or group tasks		1. leader-member relations 2. task struc- ture 3. leader position power

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<sup>28</sup> Chester A. Schriesheim and Steven Kerr, "Theories and Measures of Leadership: A Critical Appraisal of Current and Future Directions," Leadership: The Cutting Edge, eds. James G. Hunt and Lars L. Larson (Carbondale, Illinois: Southern Illinois University Press, 1963), p. 23.

<sup>29</sup> Sergiovanni and Carver, p. 205.

<sup>30</sup> Sergiovanni and Carver, p. 205.

<sup>31</sup> Sergiovanni and Carver, p. 206.

Again, it appears the necessary question is what does an effective leader do rather than what is an appropriate leadership style.

Another theory based on situation is the Path-Goal Theory of Leadership, originally proposed by House,<sup>32</sup> later extended by House,<sup>33</sup> and modified and refined by House and Dessler.<sup>34</sup> The 1974 version is discussed as it overcomes a number of shortcomings of the earlier version.<sup>35</sup>

The revised theory is composed of two basic propositions; the first deals with the role of the leader, and the second, with the dynamics of the situation. The first proposition states that the leader's function is a supplemental one. He is effective to the extent to which he provides subordinates with coaching, guidance, support, and rewards which are not otherwise found in the work environment and which are necessary for effective performance. Therefore, the leader's effect on the motivation of his subordinates is dependent on how deficient the environment is with respect to other sources of motivation and guidance. Summarizing his first proposition, House states:

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<sup>32</sup> Robert J. House, "A Path-Goal Theory of Leader Effectiveness," Administrative Science Quarterly 16 (1971), 321-338.

<sup>33</sup> Robert J. House, "Some New Implications and Tests of the Path-Goal Theory of Leadership," (unpublished paper, University of Toronto, 1972).

<sup>34</sup> Robert J. House and Gary Dessler. "The Path-Goal Theory of Leadership: Some Post Hoc and A Priori Tests," Contingency Approaches to Leadership, eds. James G. Hunt and Lars L. Larson (Carbondale, Illinois: Southern Illinois University Press, 1974).

<sup>35</sup> Schriesheim and Kerr, p. 14.

. . . the motivational function of the leader consists of increasing personal pay-offs to subordinates for work-goal attainment and making the path to these pay-offs easier to travel by clarifying it, reducing road blocks and pitfalls, and increasing<sup>36</sup> the opportunities for personal satisfaction on route.

The second proposition is that the motivational impact of specific leader behaviors is determined by the situation in which the leader operates. In this manner, the two factors proposed as comprising the situation are (1) characteristics of the subordinates being led and (2) environmental pressures and demands with which subordinates must cope to accomplish work goals and satisfy their needs.

As seen by House, leader behavior is acceptable to subordinates to the extent that it is perceived as being an immediate or future source of satisfaction. For example, subordinates needing affiliation would view a considerate leader as satisfactory. However, those subordinates with a high need to achieve would prefer leader behaviors which facilitate task accomplishment, such as Initiating Structure, as satisfying. Also, subordinates' views of their ability to perform their assigned tasks influence their reaction to leader behaviors. If they do think that they can accomplish their tasks by themselves, they will view leader directiveness and coaching behavior as less acceptable or desirable.

The environment of the subordinate, according to House, consists of those factors which are not under his control but affect his ability to perform effectively and to satisfy his needs. Superiors

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<sup>36</sup> House and Dessler, p. 31.

are one component of the environment, and the effects of the superiors' attempts to motivate the subordinate will be determined by other aspects of the environment such as (1) the task performed by the subordinate, (2) the formal authority system of the organization, and (3) the primary work group of the subordinate.

House insists that assessment of these environmental factors makes it possible to predict the effect that leader behavior will have on (1) subordinate satisfaction with the intrinsic rewards of the job, (2) subordinate satisfaction with extrinsic rewards associated with the job, (3) the expectations of subordinates that effort will lead to effective performance of their jobs, and (4) the expectations of subordinates that effective job performance will lead to receipt of rewards. For example, in a routine job where methods are clear, the attempts of a leader to further clarify procedures will be viewed by the subordinates as unnecessarily close supervision. While supervision may reduce idle time, it will decrease satisfaction as well. The less satisfying the tasks, the more the subordinates will resent leader behaviors aimed at increasing productivity or enforcing rules and regulations. Leader behaviors will motivate subordinates if they help subordinates to cope with environmental uncertainties, threats, or sources of frustration. Such behaviors will increase subordinate satisfaction with the job context (not the job itself) and lead to increased motivation by enlarging the subordinate expectations that effort will lead to reward. Thus, descriptions of expected leader behavior by subordinates will increase the efficiency, as well as the

effectiveness, of the superintendent, for a leader who attempts to behave as expected by his subordinates will provide an environment within which subordinates will perform effectively and satisfy their own needs. Another time, the knowledge of expectation and of performance comes forth as essential to the functioning of the superintendency.

Hence, what does leadership theory contribute to a study regarding the expectations and performance of the superintendents' job functions? First, it implies that leadership effectiveness is not dependent upon a single set of personal characteristics which are inherited at birth or acquired at an early age. This conclusion leads to the assumption that success as a leader can be achieved by almost anyone, assuming that the situation is conclusive and the leader is able to adjust to it. The necessary procedure then for achieving effective leadership is to assure that a superintendent (or leader) will be placed in a situation appropriate to his pattern of behavior or to teach him how to adapt his behavior to the situation. Hence, the superintendent may be able to improve his performance by becoming cognizant of what the situation requires by analyzing the expectations of those viewing the situation and comparing the expectations with the actual performance. In this way, the superintendent will become aware of what changes he must make in his performance, if he anticipates behaving in a manner which is considered acceptable to those within the educational environment.

### Board-Superintendent Relations

The examination of theories pertaining to leadership has been crucial to developing an understanding of the superintendent's role in American public education. Though public schools have existed in the past and still exist in some sections of the United States without the position of superintendent, there has always been a need for leadership. In the beginning, board members attempted to fill this void, but, as early as 1848, some systems found themselves unable to oversee the schools and recommended that a superintendent be appointed.

From this simple beginning, the superintendency "has grown to one of considerable responsibility and authority, though there still is doubt as to the actual power held by school superintendents."<sup>37</sup> A superintendent of schools is considered the administrative head of a school district. In addition, he reports to a board of education and is its chief executive officer.

Much of the literature<sup>38</sup> concerned with school administration contends it is the function of the board of education to legislate and of the superintendent to execute, meaning the board establishes and the superintendent administers policy. In fact, when discussing this relationship, the idea inevitably surfaces that the more separate policy-making is kept from administration the better, and

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<sup>37</sup> Griffiths, p. 1.

<sup>38</sup> For example, Ward Reeder, School Boards and Superintendents (New York: The Macmillan Company, 1954), pp. 16, 47, 58-59.



the more the board keeps cut of administration the better. However, the role of the superintendent in policy making is not so easily separated. There are those who think the superintendent should initiate all policies, while others insist that it is a responsibility of the board; there are even some who would advocate a joint endeavor of both board members and superintendent concerning policy-making. Actually, in practice, "it is found that the superintendent generally initiates policy-making and provides the evidence on which the board makes policy decisions."<sup>39</sup> The board, being vitally concerned with the administration of the policy, reviews it by requesting the superintendent to submit periodic reports and perhaps to utilize consultants to evaluate various aspects of school operation. Thus, the board is not relinquishing control over the administration of the school.

Nevertheless, developing clearly defined roles for superintendents and board members remains a difficult task. Desiring to address this dilemma, Paul Salmon, executive director of the American Association of School Administrators and Thomas Shannon, executive director of the National School Boards Association, conducted an inservice for the Georgia School Boards Institute.<sup>40</sup> They attempted to identify what school boards and superintendents should expect from each other. The results (which are assumed to

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<sup>39</sup> Griffiths, p. 94.

<sup>40</sup> Thomas B. Shannon, "Board-Superintendent Relations," The American School Board Journal, 167 (June 1980), 39, 44.

relate to the nation) indicate that a school board should expect its superintendent:

1. To be the preeminent educational leader in the community;
2. To be a competent leader of people and manager of programs and budgets;
3. To establish an effective system of communicating with the board, including a format for reports that puts information in a manageable and understandable form and to provide sufficient backup data on which to base a reasonable decision;
4. To provide the board with several courses of action and to offer a specific recommendation;
5. To give members time to study issues prior to board action;
6. To be accessible to board members, district staff, and the public and monitor an effective parent and citizen-contact information program;
7. To implement board policy and keep the board informed about implementation efforts;
8. To establish a sound employee evaluation procedure under board policy, and keep the board informed about the results of the process;
9. To be gracious when the board rejects a superintendents' recommendation; and,
10. To understand the community.

A superintendent expects his or her school board:

1. To formulate educational goals for the district with the assistance of the superintendent;

2. To develop with the superintendent a mutual understanding of the difference between policy (board's function) and administration (superintendent's responsibility);
3. To stay abreast of education developments through personal reading;
4. To deal with issues, not with personalities;
5. To treat the superintendent with the respect and dignity the office deserves; and,
6. To regularly evaluate the superintendent based on established criteria and in light of district goals.

According to school law in West Virginia,<sup>41</sup> the county boards of education (consisting of five lay persons elected by the qualified voters of that county) direct public school affairs. They are charged with "determining the policy of the school district, subject to the constitution and laws of the state and to the rules of the West Virginia Board of Education."<sup>42</sup> In addition, they "are responsible for curriculum decisions, employment of all personnel, and the general rules and regulations for the day-to-day operation of the schools."<sup>43</sup> The county superintendent's duties, according to

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<sup>41</sup> Roy Truby, School Laws of West Virginia (Charlottesville, Virginia: The Mitchie Company, 1980), pp. 56-57.

<sup>42</sup> West Virginia Code, 18-5-13 (1980), in Law of Free Public Education in West Virginia by Neil L. Gibbins, Zane McCoy, and Bernard Queen (Danville, Illinois: The Interstate Printers and Publishers, 1978), p. 21.

<sup>43</sup> Gibbins, McCoy, and Queen, p. 9.

West Virginia Code 18-4-10,<sup>44</sup> include nominating personnel; assigning, transferring, suspending, or promoting school employees; closing schools temporarily; certifying expenditure and payrolls; attending all board meetings.

By reviewing these expectations, duties, and responsibilities, a relationship of cooperation and coordination between board members and superintendents is sensed. Such an approach allows for an exchange of ideas and views, from which both the board and the superintendent are able to function. The board utilizes the knowledge and experience of the superintendent as a source of information and techniques. In addition, the board members consider their own experience and knowledge. The result is a system based upon teamwork, an interplay between the superintendent and the board.<sup>45</sup>

#### Role of the Superintendent

When studying the behavior of school superintendents, Halpin found that "these administrators demonstrate good leader behavior in their high consideration for members of their staff; but, on the other, they fail to initiate structure to as great an extent as is probably desirable."<sup>46</sup> He speculated that possible reasons for this

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<sup>44</sup> Truby, p. 51.

<sup>45</sup> Griffiths, p. 94.

<sup>46</sup> Andrew W. Halpin, The Leadership Behavior of School Superintendents (2d. ed.; Chicago: Midwest Administration Center, The University of Chicago, 1959), p. 79.

condition were the current emphasis in education upon human relations and suggested that perhaps the pendulum had swung too far. He added that the responsibility imposed upon the leaders of the formal organization of which they are a part is not to be overlooked.<sup>47</sup>

This idea is clarified by viewing the role of the superintendent who has a contractual obligation to accomplish a specified goal which may require, for achievement, capabilities beyond the scope of the immediate work group. To be a superintendent implies being a leader; a leader must act like a leader. The problem now is determining the expected behavior which defines the role of the superintendent.

The role concept focuses on ideas central to several social sciences.

One of these is that human behavior is influenced to some degree by the expectations individuals hold for themselves or which other individuals hold for them. Another is that a person's locations or positions in social structure influence the kind of social relationships in which he is involved and the evaluative standards he or others apply to his behavior.<sup>48</sup>

From these two ideas can be derived the basic proposition that human behavior is partially a function of the positions an individual occupies and the expectations held for those occupying these positions. However, the conditions under which expectations are learned or taught and who defines them may be quite variable.<sup>49</sup>

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<sup>47</sup> Halpin, p. 80.

<sup>48</sup> 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. 319.

<sup>49</sup> Gross, Mason, and McEachern, p. 319.

Since the late fifties, many interested in educational administration have examined the concept of a social system as presented by the Getzels-Guba social process theory.<sup>50</sup> The setting for this theoretical model is the social system, defined conceptually as "two or more persons interacting toward a goal (or goals) about which there is agreement."<sup>51</sup> Utilizing this definition, a school district social system is "all members of a school organization working to achieve the goals of the school district."<sup>52</sup> Three characteristics of the social system are (1) individuals, (2) interaction between and among individuals, and (3) interaction aimed at achieving goals. Thus, a particular social system could develop in a variety of ways. A larger social system may create a subsystem which acquires the characteristics of its creator, or individuals who are similarly oriented may join together to accomplish certain goals. Most formal educational groups (e.g., school districts, building units, and classrooms) belong to the first type. They have been created by the larger social system, the community.<sup>53</sup>

Social systems are usually considered permanent. The school district and building organizations are among the more permanent of school social systems. As evidenced in these times, specific

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<sup>50</sup> Jacob W. Getzels and Egon G. Guba, "Social Behavior and the Administrative Process," The School Review, 65 (Winter 1957), 423-441.

<sup>51</sup> Sergiovanni and Carver, p. 177.

<sup>52</sup> Sergiovanni and Carver, p. 177.

<sup>53</sup> Sergiovanni and Carver, p. 177.

districts or attendance units are sometimes eliminated, but only so that larger or different districts or units may be created. In this way, superintendents function within social systems which have been previously created for generally agreed upon purposes and which are relatively permanent. The social system of the superintendent is also inhabited by individuals and it is to some degree structured. This leads to the next concept, that of role.

Role occupancy has at least two features. One relates to behavior which is necessary to reach the institutional or group goals, and the other is behavior which satisfies the individual personal needs. The social behavior may be considered a function of institution, role, and expectation. These major elements together constitute the nomothetic or normative dimension of activity in a social system; individual, personality, and need-disposition together create the idiographic or personal dimensions of behavior in a social system.<sup>54</sup>

According to Getzels, roles are complementary and interdependent in that each role derives its meaning from other related roles in the system. In this manner, a role is a prescription not only for the given role incumbent but also for the incumbents of other roles within the system, so that, in a hierarchial setting the expectations of one role may to some degree also form the sanctions for a

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<sup>54</sup> Jacob W. Getzels, "Administration as A Social Process," Administrative Theory in Education, ed. Andrew W. Halpin (Chicago: Midwest Administration Center, the University of Chicago, 1958); p. 152.

second interlocking role. The quality of complementarity combines two or more roles into a coherent, interactive unit and makes it possible to consider an institution as having a characteristic structure.

When two role incumbents (e.g., a subordinate and a superordinate) appear to understand each other, in reality, their perceptions and prescribed complementary expectations are congruent. If there is misunderstanding, then their perceptions and prescribed complementary expectations are incongruent. Clearly, "the functioning of the administrative process depends not only on a clear statement of the public expectations but on the degree of overlap in the perception and private organization of the expectations by the specific role incumbents."<sup>55</sup> In fact, congruence in the perception of expectations often takes priority over actual observed behavior in determining which outcomes will be considered favorable by the participants in the interaction and which unfavorable.<sup>56</sup>

In conclusion, an act is conceived as being derived simultaneously from both dimensions: nomothetic and idiographic. In other words, social behavior is the result of the individual's attempts to cope with an environment composed of patterns of expectations for his behavior consistent with his own independent pattern of needs. Therefore,  $B = f(R \times P)$ , where B is observed behavior, R is a given

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<sup>55</sup> Getzels, p. 156.

<sup>56</sup> Elmer Ferneau, "Role-Expectations in Consultations" (PhD dissertation, University of Chicago, 1954).



institutional role defined by the expectations attached to it, and P is the personality of the particular role incumbent defined by his need-dispositions.<sup>57</sup> This formula is different from that of Lewin,<sup>58</sup> i.e.,  $B = f(P \times E)$ , where P is personality and E is environment. In Lewin's formula, P and E are interdependent, since the environment is defined by the perception of the person. In the formula consisting of nomothetic and idiographic elements, R and P are independent as P is defined by the internal determinants within the role incumbent, and R is defined by external standards set by others.

On the other hand, social systems are viewed by others<sup>59</sup> as being both independent and interdependent. They contend that social systems are interdependent because they consist of personalities in interaction. They are independent because each personality has its own need-disposition. In other words, social systems have emergent properties which make up their structure. Furthermore, the structure contains explicit elements: roles, norms, and collectives. As explained in Chapter One of this study, a role is a pattern of expectations of behavior of people who occupy specific statuses. Role expectations are defined in terms of norms, which are sets of rules derived from commonly shared values. Norms may be positive

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<sup>57</sup> Getzels, p. 156.

<sup>58</sup> Kurt Lewis, A Dynamic Theory of Personality (New York: McGraw-Hill Book Company, 1935), chapter III.

<sup>59</sup> Benton Johnson, Functionalism in Modern Sociology; Understanding Talcott Parsons (Morristown, New Jersey: General Learning Press, 1975), pp. 24-25.

(you "must" do this and that) or negative (you "must not" do this and that). They designate rights, duties, and liabilities in social relationships and are enforced by sanctions, expressions of approval or disapproval. Basically, sanctions are rewards and punishments proposed for reinforcing or extinguishing particular acts of behavior. Lastly, collectives are groups that possess clear criteria of membership and a division of labor among its members. A school system may be considered a collectivity as it possesses standards for membership and required acts. Viewing these dimensions of human behavior in organizations has permitted a differentiation between effectiveness and efficiency. Behavior is effective if it contributes to the attainment of institutional goals; this means effectiveness is measured along the nomothetic dimensions. Behavior is considered efficient if it is consistent with the need-dispositions of the role incumbent, meaning efficiency is measured according to the idiographic dimension. Similarly, Barnard distinguishes between effectiveness and efficiency:

Effectiveness relates to the accomplishment of the cooperative purpose, which is social and non-personal in character. Efficiency relates to the satisfaction of individual motives, and is personal in character. The test of effectiveness is the accomplishment of a common purpose or purposes; effectiveness can be measured. The test of efficiency is the eliciting of sufficient individual wills to cooperate.<sup>60</sup>

Thus, various attempts have been made to explain the behavior of superintendents. Theorists have sought to identify types of leaders

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<sup>60</sup> Chester Barnard, The Functions of the Executive (Cambridge, Massachusetts: Harvard University Press, 1938), p. 60.

and relate them to the functional demands of society. In addition, they sought to account for the emergence of leadership by either examining the qualities of leaders or elements of the situation. Whereas the theorists attempt to understand a problem in its entirety, the empiricist is concerned with those aspects of the problem which may be considered researchable in terms of availability of samples and measurability of variables. This means viewing leadership (within education and out) as an outgrowth of social interaction processes or as an aspect of role differentiation and performance.<sup>61</sup> These approaches have been examined in anticipation of discussing the functions of the superintendency, for seeing the position as others see it should assist board members and superintendents in determining what will be expected of the superintendent.

#### Functions of the Superintendency

The term function emits different meanings which, at times, appear to be conflicting. Parsons used the word functions as an abstract term referring to conditions which must be met in order for systems of various types to operate effectively.<sup>62</sup> Merton critically examined the definitions of function used in several fields and decided function to be observable consequences of standardized items

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<sup>61</sup> Ralph M. Stogdill, Handbook of Leadership (New York: The Free Press, 1974), pp. 5-6; 15-16.

<sup>62</sup> Talcott Parsons, "On Building Social Systems Theory," *Daedalus*, 99 (Fall 1970), 849.

of behavior (that are, in Parsons' sense, structures) which enhance or impede the adaption or adjustment of the system.<sup>63</sup> Salley, when examining job priorities of superintendents, viewed functions as job dimensions which are relatively invariant for superintendents.<sup>64</sup>

Litterer saw confusion in the term due to focusing on the types of functional classifications rather than on the nature of functional relationships.<sup>65</sup> When a function is being discussed, the meaning relates to the role of a part in a larger entity or the contribution of a partial activity or partial institution to a larger activity or institution. In other words, the important point is that to understand the function of an activity, the system of which it is a part must be understood. For example, a heart removed from the body is useless by itself; it only has purpose or meaning in association with the whole system, for without the system, it has no use.

Daniel Griffiths, when presenting functions of the superintendency, states a function is "anything specific which an administrator does."<sup>66</sup> Examples he offers are (1) directing guidance programs, (2) controlling the budget, and (3) assisting teachers in diagnosing

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<sup>63</sup> Benton Johnson, Functionalism in Modern Society; Understanding Talcott Parsons (Morristown, New Jersey: General Learning Press, 1975), pp. 19-20.

<sup>64</sup> Columbus Salley, "Superintendents' Job Priorities," Administration Notebook 28 (1979-80), 1-4.

<sup>65</sup> Joseph A. Litterer, The Analysis of Organizations (New York: John Wiley and Sons, 1965), pp. 177-178.

<sup>66</sup> Daniel Griffiths, The School Superintendent (New York: The Center for Applied Research in Education, 1966), p. 69.

the learning difficulties of pupils. In fact, he suggests that a list of all the functions of administration could be called the job of the superintendent. However, as a categorization scheme is more helpful, he advocates using the Three-Skill Concept as a source. According to this concept, the superintendent's job can be divided into four parts: (1) improving educational opportunity, (2) obtaining and developing personnel, (3) maintaining effective relations with the community, (4) providing and maintaining funds and facilities.<sup>67</sup>

The Three-Skill Concept of the analysis of the work of an administrator was developed by Katz at Harvard. The term skill is defined as the ability to use one's knowledge effectively. Administrative skills are categorized as (1) conceptual, the ability to see the organization as a whole; (2) human, the ability to work effectively as a group member and to build cooperative effort within the faculty; and (3) technical, specialized knowledge and ability involving methods, processes, procedures or techniques. The procedure suggested is to first divide the functions into the four categories previously mentioned and then consider the three levels of skill required in each category. The result is an idealized "position description."<sup>68</sup>

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<sup>67</sup> Griffiths, p. 70.

<sup>68</sup> Griffiths, pp. 71-72.

By analyzing a study of the American school superintendent<sup>69</sup> undertaken in 1969, it is possible to describe what superintendents do even further. It was found that superintendents worked about fifty-eight hours a week; in fact, two out of five worked sixty or more hours per week. Superintendents agreed that financing education was the task which caused the most concern. Other concerns were demands for innovation, greater visibility, changes in values and behavior, and the revolution in school staff relations. Issues related to the social-cultural ferment were felt more by superintendents in large districts than by those in small ones. On the other hand, reorganization was important to systems of less than three hundred pupils up to three thousand. About half of the superintendents appeared to be reacting to local concerns rather than to prevailing national issues.

Also, superintendents felt their effectiveness to be inhibited by factors such as inadequate financing, too many insignificant demands, low quality of staff, limits of personal capabilities and insufficient time. They believed that systems could be improved by adding more traditional specialists such as those in curriculum and instruction, general administration, and specialized administration, rather than those in planning or systems analysis. In addition, superintendents desired personally to increase their information or

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<sup>69</sup> Stephen J. Knezevich, The American School Superintendent (Washington, D.C.: American Association of School Administrators, 1971), pp. 64-65.

skills in human relations, change, or public finance, rather than in fields such as systems administration or specialized management.

In several model job descriptions distributed by the National School Boards Association, some performance responsibilities listed were:

1. Attends and participates in all meetings of the Board and its committees, except when own employment or salary is under consideration.
2. Advises the Board on the need for new and/or revised policies and sees that all policies of the Board are implemented.
3. Prepares the annual operating budget recommendations and implements the Board approved budget.
4. Prepares and submits to the Board recommendations relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.
5. Informs and advises the Board about the programs, practices, and problems of the schools, and keeps the Board informed of the activities operating under the Board's authority.
6. Secures and nominates for employment the best qualified and most competent teachers and supervisory and administrative personnel.
7. Assigns and transfers employees as the interest of the district may dictate, and reports such action to the Board for information and record.
8. Reports to the Board the case of any employee whose service is unsatisfactory, and recommends appropriate action.

9. Holds such meetings of teachers and other employees as necessary for the discussion of matters concerning the improvement and welfare of the schools.

10. Keeps the public informed about modern educational practices, educational trends, and the policies, practices and problems in the district's schools.

11. Delegates at own discretion to other employees of the Board the exercise of any powers or the discharge of duties with the knowledge that the delegation of power or duty does not relieve the superintendent of final responsibility for the action taken under such delegation.

12. Keeps informed of modern educational thought and practices by advanced study, by visiting school systems elsewhere, by attending educational conferences, and by other appropriate means, and keeps the Board informed of trends in education.

13. Studies and revises, together with the staff, all curriculum guides and courses of study, on a continuing basis.

14. Makes recommendations with reference to the location and size of new school sites and of additions to existing sites; the location and size of new buildings on school sites; the plans for new school buildings, all appropriations for sites and buildings, and improvements, alterations, and changes in the buildings and equipment of the district.

15. Recommends to the Board for its adoption all courses of study, curriculum guides, and major changes in texts and time schedules to be used in the schools.



16. Submits to the Board a clear and detailed explanation of any proposed procedure which would involve either departure from established policy or the expenditure of substantial sums.

17. Maintains adequate records for the schools, including a system of financial accounts; business and property records; and personnel, school population, and scholastic records. Acts as custodian of such records and of all contracts, securities, documents, title papers, books of record and other papers belonging to the Board.

18. Makes recommendations to the Board concerning the transportation of pupils in accordance with the law and the requirements of safety.

19. Provides suitable instructions and regulations to govern the use and care of school properties for school purposes.

20. Attends, or delegates a representative to attend, all meetings of municipal agencies at which matters pertaining to the public schools appear on the agenda or are expected to be raised.

21. Performs such other tasks as may from time-to-time be assigned by the Board.<sup>71</sup>

Obviously, a superintendent has many tasks to perform. The problem is knowing which tasks are important to his particular situation. Increasing the difficulty of the problem is the possibility that the role of the superintendent as perceived by

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<sup>71</sup> National School Boards Association, Job Descriptions in Education (1980).

board of education members and by the superintendent himself may illustrate different perceptions relative to role expectations.<sup>72</sup>

If this be the situation, awareness of job expectations would be imperative to job performance. Also, job awareness may result in a superintendent's competency or performance becoming dependent on the superintendent's decision, for the superintendent who is privy to such information is now able to assess his perceptions with those of others and to determine whether or not he possesses the ability and willingness to perform as expected.

#### Summary

Chapter Two contained a review of the literature which relates to this study. The literature indicated that leadership is seldom viewed in terms of personality traits. Instead, of central importance, is the theory that human behavior or performance is related to the expectations individuals have for themselves and which others have for them, in conjunction with the dynamics of the situation. The review was divided into the following categories: theories of leadership, board-superintendent relations, role of the superintendent, and functions of the superintendency.

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<sup>72</sup> Michael Tippet. "The Role of the Public School Superintendent as Perceived by Superintendents and Board of Education Members" (Ed.D. dissertation, West Virginia University, 1981), p. 192.

## CHAPTER THREE

## Research Procedures

Chapter Three deals with the methods and procedures utilized in this study. These include methods used in the pilot study and in the selection of the sample, description and administration of the data collection instruments, and statistical procedures employed in examining the research hypotheses.

As indicated in Chapter One, a list of seventeen job functions of the superintendency identified by Salley and Baehr<sup>71</sup> were used to test the predictions of this study. In anticipation of employing this instrument, contact was made by phone and mail (Appendices A, B, D) with Dr. Salley and Dr. Baehr. Dr. Baehr willingly responded by phone and in writing; she also submitted, in writing, permission to use the list but was unable to issue data about the tests, as Dr. Salley had taken the information with him when he left for his next position. However, Dr. Salley refused to respond to phone calls or letters. His secretary finally returned a phone call in March, informing the researcher that Dr. Salley has consistently refused to release normative data concerning the test. Nevertheless, in mid-October, a factor analysis of ratings (Appendix E) offered by one hundred ninety-four school superintendents on the Superintendents'

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<sup>71</sup> Columbus Salley "Superintendents' Job Priorities," Administrator's Notebook 28 (1979-80), 2.

Job Function Inventory (Appendix D) was obtained from the London House Management Consultants of Parkridge, Illinois.

#### Pilot Study

The lists of job functions concerning the importance and performance were analyzed through a pilot study. The purpose of conducting the study was to determine the validity of the research instruments, to determine the readability and interpretation of the items, the value and interest of the study, and the opportunity to consider suggestions for improvement of the study itself and the mechanics of the study.

The pilot study was conducted in the graduate class, "General School Administration," taught by Dr. Bill Gordon at Marshall University. The researcher communicated with the instructor and explained the purpose of the study. Dr. Gordon arranged the date, time, and location.

The following procedure was conducted in order to administer the pilot study. First, the reasons for the study were explained, and the purposes for the pilot study were presented. The instruments were then distributed and a period of fifteen minutes was allotted for completion.

When the respondents had completed the requirements, the following questions were asked, and the answers recorded in writing for further study:

1. Did you understand the content of the instruments? If not, why?

2. Did you have a problem rating the functions according to importance and performance?

3. Do you feel you would have rated the responses differently if the forms were to be completed at a different time of the year?

4. Do you have any suggestions for improving the instructions? If yes, what are they?

It was indicated by the responses of the twenty-four members of the class that all understood the content of the questionnaire. However, rating the functions was a problem for some as they perceived themselves as lacking sufficient knowledge and experience concerning the responsibilities of superintendents. As to rating the responses differently at a different time of the year, most of the students answered they would have responded in the same manner. The last question requested suggestions but few were offered. One respondent mentioned that it would be interesting to gather the same data later in the school year and compare the two results.

The researcher viewed the pilot study as being beneficial in affirming the validity and level of readability of the research instruments. In this manner, it was possible to make adjustments before actually administering the forms. Hence, the following revisions were made:

1. Terms were underlined to draw attention to that aspect of the instrument.

2. The headings of the two sets of numbers were made more explicit.

3. The instruments on how to circle the number that best

described the respondent's opinion were improved.

### Sample

The purpose of this study was to collect and analyze perceptions of board members and superintendents concerning the importance and performance of public school superintendents' job functions. The sample included two variables: (a) participants were selected from the fifty-five counties in West Virginia and (b) much of the research was concerned with agreement between board members and superintendents on the importance of the functions and performance of superintendents. The following procedure was used to select the participants.

The list of eligible participants was selected by utilizing the West Virginia Education Directory, 1982-83. The directory provided the names of the board members and superintendents from each of the fifty-five school districts in the State of West Virginia. Random selection procedures were not utilized for school superintendents or board members, as one hundred percent of the superintendents and board members from school districts within West Virginia were contacted.

After the list of eligible participants was formulated, the following procedures were conducted by the researcher.

Two kinds of information were needed:

1. An importance rating on seventeen job functions of the superintendent from the referent groups in each county:

- a. superintendent

b. members of the board of education

2. A performance rating for each superintendent on the seventeen job functions of the superintendent from the same two sources.

The entire population of fifty-five superintendents and two hundred seventy-five board members in the State of West Virginia were mailed instruments (Appendix G) for the purpose of gathering this information. Accompanying these instruments was a cover letter designed to explain the purpose of the study, background information concerning the project, and assurance that the responses would be confidential. The cover letter also emphasized that the study was to gather information concerning the importance of job functions of the superintendent and views of his performance. The first mailing was made to superintendents and board members within West Virginia on October 22, 1982. A period of three weeks was permitted for the return of the completed forms. If at least sixty-five percent return had occurred, no follow-up procedures would have been used. However, further communication was needed; consequently, a second mailing was made on November 12, 1982. In addition, instruments were sent by certified mail to twenty members of the population. Except for an arbitrary decision to mail instruments to the two superintendents who had not responded, the names were chosen at random from a list of those who had not returned questionnaires.

As previously stated, instruments were first mailed to the entire population of the fifty-five superintendents and two hundred seventy-five board members in the State of West Virginia. From this mailing one hundred sixty-five returns were received. This total

represented a 50 percent return which did not fulfill the minimally acceptable percentage of 65 percent determined in the prospectus. Thus, on November 12, 1982, a second mailing (Appendix F) was made. From this mailing, fifty-three instruments were returned. The total of returns received at this point was two hundred eighteen, reflecting a 66 percent return. However, as twelve of these returns were not useable, due to omission of role identification or refusal to rate any of the functions, twenty additional forms (Appendix F) were dispatched by certified mail on January 15, 1983. From this endeavor, nine instruments were returned. The total now signified a 69 percent return.

Table 1 represents the number of superintendents and board members who were mailed instruments and the number and percentage of responses received.

#### Data Collection

Data needed for this study was collected by means of an instrument that consists of two parts; both constituting seventeen job functions for superintendents.

##### Part One: Importance of Job Functions

From the list of seventeen job functions developed by Salley and Baehr, the first part of the instrument was derived. The respondents were instructed to circle the number to the right of each item that most nearly expressed their views as to the importance of the job function described. The numbers ranged from one to seven; one indicated the lowest priority and seven indicated the



Table 1

## Number and Percentage of Participants

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	Original Number Surveyed	Total Return Received	Percentage of Returns
Superintendents	55	54	98%
Board Members	275	173	63%
Totals	330	227	69%

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highest priority, rating from low to high (Appendix E).

### Part Two: Performance of Job Function

This section used the same seventeen job functions to estimate the degree of competence with which the superintendent of the individual county school systems in the State of West Virginia performed. Each board member and superintendent was requested to respond by writing the number which best described the performance of the superintendent within that system. The system of rating was identical to that used to rate the importance of job functions. The performance rating was to be made after the importance rating was accomplished.

The respondent was again assured of anonymity in anticipation of receiving candid responses from both groups.

### Statistical Procedures

#### Variables

Scientific research is "the systematic and empirical study of relationships among variables."<sup>72</sup> Thus, understanding the term variable is basic to a scientific research problem. Traits which are capable of variation from person to person are called variables. For example, sex and intelligence are often included as variables in research studies. In addition, most research requires the identification of independent and dependent variables. The

*Explain what you mean by dependent and independent variables.*

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<sup>72</sup> John T. Roscoe, Fundamental Research Statistics for the Behavioral Sciences, (New York: Holt, Rinehart and Winston, 1975), p. 5.

investigator may be interested in determining whether or not a relationship exists between the two, and if it does exist, what is the nature of the relationship. Though the terms independent variable and dependent variable are difficult to define in a general manner, they are usually identified easily in a research setting. Variations in the independent variable are presumed to relate to variations in the dependent variable. Another way of viewing the distinction between the two is that the determination of the individual's score on the independent variable will ordinarily precede the determination of the score on the dependent variable.

A great deal of behavioral research is undertaken in which the investigator merely observes and explains. Often a researcher will suspect that other variables may also influence the dependent variable and affect the outcome of the study. This suggests that independent variables be broken into groups: the independent variable which the investigator is interested in studying to determine its influence upon the dependent variable, and other variables whose influence he wishes to control. Therefore, the problems of organizing, carrying out, and interpreting behavioral research center around three kinds of variables: (1) independent variables whose effects are to be studied; (2) independent variables whose effects are to be controlled; and (3) dependent variables that are observed in order to determine relationships or consequences. Three such variables were developed for the study presented by this paper.

### Criterion Variable

When identifying a variable, one must be certain that what is labeled a variable is just that and not the measure of the variable. The dependent variable or criterion variable in this study was the performance or competency of the person who is occupying the position of superintendent in each county. The instrument used for measurement was the test formed by the list of superintendents' seventeen job functions. The performance of the superintendent was determined by board members and superintendents of public school systems in West Virginia. An example of this instrument may be viewed on page 149.

Covariate. For this study, it was also necessary to identify an independent variable whose effects were to be controlled in order to insure that the effects observed by rating the dependent variable (in this case, performance of superintendents) were, in fact, related to the independent variable whose effects the investigator wished to study and not by some other variable. The covariate or controlled variable of this study was the importance of each superintendent's job function. The instrument to be used for the measurement of importance consisted of the same seventeen job functions listed in the test for performance. The evaluators were again board members and superintendents located in the fifty-five counties of West Virginia. An example of this instrument may be viewed on page 149.

Independent Variable. The third variable was the independent variable whose effects the investigator had chosen to study. The independent variable in this case was the role of two groups within the public school administration today: board members and superintendents. The members of these groups also rated the importance of the superintendents' job functions and the performance of the superintendents' job functions.

### Data Analysis

The organization of the data received from the replies of the participants had been determined by the structure of the instruments. The lists of job functions to be rated were to assist in gathering data pertinent to perceptions of board members and superintendents concerning the importance and performance of job functions relevant to the superintendency.

The data received from the rating of superintendents' job functions were computed by using one-way analysis of co-variance techniques<sup>73</sup> in order to determine the existence of differences among variables. Such a measure is useful for studies of assessing significant differences when one variable (importance) can influence another variable (performance). Analysis of covariance techniques provided a method for determining differences among board members and superintendents on the importance and the performance of the

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<sup>73</sup> Statistical Analysis System User's Guide, (Cary, North Carolina: SAS Institute, Inc., 1979), pp. 237-244.

job functions of the superintendency.

### Summary

Chapter Three has presented a discussion of the methods and procedures to be utilized in the completion of this study. It described the pilot study, the sample, and the instruments used in order to gather the data required for the study. In addition, the variables were discussed and presented. The discussion of the selected design revealed the decision of the researcher to employ analysis of covariance techniques.

## CHAPTER FOUR

## Presentation and Results of the Analysis of Data

This chapter contains a presentation of the techniques employed in analyzing the data that were collected. In addition, an exposition of the tables displaying results of the statistical analysis is offered. Tests of the hypotheses are also included. For testing purposes, hypotheses are stated in the null form. A null hypothesis is rejected if its probability level is .05 or below.

Analysis of Data Techniques

Analysis of covariance procedures were utilized to test for significance of difference between the means of the scores obtained. The specific program used was GLM<sup>74</sup> from the SAS library and was performed on the Amdahl 470, an IBM compatible mainframe located at the West Virginia Network for Educational Telecomputing in Morgantown, West Virginia. However, the remote job entry occurred on the campus at Marshall University in Huntington, West Virginia. The purpose of this program is to evaluate main effects and covariate effects on the functional competency of superintendents.

Analysis of covariance (ANCOVA) is a technique for controlling extraneous variables. It is a statistical method that may be utilized to equate groups on one or more variables. Essentially,

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<sup>74</sup> SAS User's Guide, pp. 243-244.

ANCOVA adjusts criterion scores for initial differences on some variable and compares adjusted scores. In this way, the groups are equalized with respect to the control variable and then compared. Covariance is thus used as an attempt to reduce variation in the criterion scores (in this study, the performance scores) which may be attributed to another variable (in this study, importance of superintendents' job functions). Hypothetically, all variance in the criterion scores are attributed to the covariate.<sup>75</sup>

The essential task in statistical analysis is to explain the variability of the criterion. This may be achieved by discovering the degree of dispersion of scores about the measure of central tendency, such as the mean. The variance is a most useful measure of variability, especially in inferential statistics, as in the analysis of variance. The variance is defined verbally as the sum of the squared deviations from the mean divided by the number of responses. The sum of the squared deviations is calculated by subtracting the mean of a group of scores from each individual score and squaring the remainder. In the analysis of variance, the total sum of squares is partitioned into its component parts, thus attempting to identify the sources of variability of the criterion.

The analysis of covariance emphasizes concomitant variation in the criterion variable and a variable whose relationship to the criterion is to be controlled. In this manner, covariance is viewed

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<sup>75</sup> L. R. Gay, Educational Research: Competencies for Analysis and Application, (Columbus: Charles E. Merrill Publishing Company, 1981), pp. 323-324.



as the mean of the products (for paired variables) of the deviations from the mean. It may be calculated by dividing the sum of products by the total number of scores. Then, the total sum of products is partitioned in a manner similar to the partitioning sum of squares in the analysis of variance.

The procedure of ANCOVA includes the following steps:

1. Two or more random samples are drawn.
2. A variable that is believed to be correlated with the criterion variable is selected for purposes of control. A measure on this variable is recorded for each subject and later paired with the subject's measure on the criterion.
3. Next, a single criterion measure is administered to all subjects in all samples. The sum of squares for the model, for the error factor, and for the total are calculated, along with respective degrees of freedom. These calculations are computed for the criterion and the control variable.
4. The sum of the products for the model, for the error factor, and for the total are then calculated. Adjusted sum of squares, degree of freedom, and mean squares are computed for the criterion.
5. The F-ratio is calculated.
6. The adjusted means are calculated.
7. The probability figure is computed.
8. The null hypothesis is accepted if the calculated probability figure exceeds the predetermined level of significance (in this study, .05). The null hypothesis is rejected if the calculated probability figure is equal to or less than the level of

significance.<sup>76</sup>

#### Exposition of Tables

The data in Table 2 illustrated means and standard deviations obtained by computing the ratings of the board members and of the superintendents on the importance of the seventeen job functions of the superintendency. The means indicated the average ratings by board members or by superintendents on the importance of a function. Responding board of education members perceived the budgeting function as most important. Responding superintendents viewed the board relations function as the most important function. The mean score for the board members was 6.3686, whereas the superintendent's mean score was 6.6793. The function considered the least important by board member respondents was the collective bargaining function; the mean was 4.0699. The function rated the least important by superintendent respondents, with a mean of 3.1429, was also the collective bargaining function.

The standard deviations indicated how dispersed a set of scores were, whether the scores were relatively close together and clustered around the mean or scattered, covering a wide range of scores. If the standard deviation were small, the scores were close together or similar; however, if the standard deviation were large, the scores fell at widely spaced intervals. The standard deviations presented

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<sup>76</sup> John T. Roscoe, Fundamental Research Statistics for the Behavioral Sciences (New York: Holt, Rinehart and Winston, 1975), pp. 351-358.

Table 2

Means and Standard Deviations from Ratings by Board Members and Superintendents on the Importance of the 17 Job Functions of the Superintendency

Functions	Roles			
	Board Members		Superintendents	
	Mean	St. Dev.	Mean	St. Dev.
1. CB	4.0699	2.1807	3.1429	1.8820
2. DR	4.2733	2.1107	3.7255	1.9502
3. RP	6.2695	.8971	6.5000	.8745
4. FS	5.6582	1.1330	5.2642	1.2581
5. CO	6.0542	1.1669	6.1731	1.2163
6. B	6.3628	.9425	6.4528	.9916
7. IS	5.6415	1.1815	5.4906	1.0853
8. PF	5.5438	1.0923	5.7359	1.0769
9. TS	6.0516	1.1154	5.9434	1.2313
10. PP	4.9744	1.2284	5.1154	1.1989
11. SP	5.0320	1.3604	4.8491	1.3067
12. CS	6.2390	1.1388	6.4340	.8882
13. PA	6.0319	.9702	6.2264	1.0123
14. BR	6.2405	1.0792	6.6793	.9151
15. CR	4.8618	1.4741	4.8654	1.2530
16. SA	5.8291	1.1410	5.5283	1.5013
17. PI	4.7000	1.7512	5.2264	1.4760

NOTES: 1. CB, Collective Bargaining; 2. DR, Desegregation and Race Relations; 3. RP, Relations with Principals; 4. FS, Federal and State Relations; 5. CO, Central Office Coordination; 6. b, Budgeting; 7. IS, Information Systems and Reporting; 8. PF, Physical Facilities; 9. TS, Teacher and Staff Evaluation; 10. PP, Special Programs and Projects; 11. SP, Dealing with Societal Problems; 12. CS, Community Relations and Support; 13. PA, Personnel Administration; 14. BR, Board Relations; 15. CR, Collegial Relations; 16. SA, Monitoring Student Achievement; 17. PI, Dealing with Political Influences.

in Table 2 indicated that the scores offered by the board members to the collective bargaining function were the most varied; the standard deviation was 2.1807. The scores depicting the least variance among board members were those given to the relations with principals function; the standard deviation was .8971. The scores of the superintendents which were most varied were those allocated to the desegregation and race function; they reflected a standard deviation of 1.9502. The standard deviation of .8745 showed the least variance among the superintendents in regard to importance. The function which was judged with the most agreement by the superintendents who responded was the same as the one chosen by the board members who responded, the relations with principals function.

The data in Table 3 provided means and standard deviations for the ratings by board members and by superintendents on the superintendent's performance of the seventeen job functions of the superintendency. In this situation, the responding board members rated the superintendent's performance of the budgeting function as highest, with a mean of 5.7115, and the performance of the collective bargaining function, as lowest, with a mean of 4.3657. The superintendents also rated the performance of the budgeting function as highest, with a mean of 6.2692, and the performance of the collective bargaining as lowest, with a mean of 3.6809. An analysis of the data revealed that there was agreement between board members and superintendents on the function performed with the least competency by the superintendents, the collective bargaining function.

The standard deviation which revealed the highest deviation from

Table 3

Means and Standard Deviations from Ratings by Board Members and Superintendents on the Performance of the 17 Job Functions of the Superintendency

Functions	Roles			
	Board Members		Superintendents	
	Mean	St. Dev.	Mean	St. Dev.
1. CB	4.3657	2.0758	3.6809	1.9123
2. DR	4.8732	1.7659	4.2245	1.8173
3. RP	5.4076	1.6170	6.1731	.7852
4. FS	5.6623	1.3730	5.1308	1.2763
5. CO	5.4650	1.6074	6.0000	1.1662
6. B	5.7115	1.5283	6.2692	1.0867
7. IS	5.1667	1.5020	5.2692	1.0867
8. PF	5.3571	1.2350	5.8846	1.1658
9. TS	4.8477	1.5570	5.5000	1.1289
10. PP	4.9474	1.3848	5.1246	1.0103
11. SP	4.6667	1.5977	4.9216	1.3393
12. CS	5.1218	1.7901	6.0980	.9645
13. PA	5.1118	1.6339	5.8654	.9707
14. BR	5.5714	1.6082	6.2308	.9417
15. CR	4.9262	1.3461	5.0588	1.2870
16. SA	5.1111	1.4937	5.4038	1.3174
17. PI	4.7436	1.7409	5.3846	1.2549

NOTES: 1. CB, Collective Bargaining; 2. DR, Desegregation and Race Relations; 3. RP, Relations with Principals; 4. FS, Federal and State Relations; 5. CO, Central Office Coordination; 6. B, Budgeting; 7. IS, Information Systems and Reporting; 8. PF, Physical Facilities; 9. TS, Teacher and Staff Evaluation; 10. PP, Special Programs and Projects; 11. SP, Dealing with Societal Problems; 12. CS, Community Relations and Support; 13. PA, Personnel Administration; 14. BR, Board Relations; 15. CR, Collegial Relations; 16. SA, Monitoring Student Achievement; 17. PI, Dealing with Political Influences.

the mean by board members when rating the performance of superintendents was 2.0758. This statistic related to the mean of the ratings on the performance of the collective bargaining function. The standard deviation which revealed the lowest deviation from the mean by board members on the performance of superintendents was 1.2350. This statistic related to the mean of the ratings on the performance of the providing of physical facilities function. The standard deviation which displayed the highest deviation from the mean, in regard to ratings by superintendents on the superintendent's performance, was 1.9122. This statistic related to the mean of the ratings on the performance of the collective bargaining function. The standard deviation which displayed the lowest deviation from the mean, based on ratings by superintendents for the superintendent's performance, was .7852. This statistic related to the mean of the ratings on the performance of the relations with principals function.

In Table 4 through Table 20, a covariate analysis of each function was furnished individually. The tables showed the partition of the total sum of squares for the dependent variable (the superintendent's performance of the function) into the portion attributed to the model (importance of the function plus roles of the respondents) and the portion attributed to the error.

The mean square term was the sum of squares divided by the degrees of freedom (DF). The mean square for the error was an estimate of the variance of true residuals.

The  $F$  value was the ratio produced by dividing the mean square

of the model by the mean square of the error. It tested how well the model as a whole accounted for the dependent variable's behavior.

If the significance probability, labeled  $PR>F$ , were small, it indicated significance. If the  $F$  value were not significant, any significant differences between specific comparisons would have to be regarded as possibly representing a chance difference. If, however, a significant  $F$  value were obtained, significant differences would be attributed to the model.

The adjusted ANOVA gave the sum of squares for the independent variable (role) and the covariate (importance). The total of these two sum of squares equaled the sum of squares for the model. The ANCOVA gave the sum of squares for the independent variable, after adjusting for the covariate.

The  $F$  value and  $PR>F$  values for ANCOVA were equivalent to the results of a  $t$ -test for testing the hypothesis that the regression parameter (population value) was equal to zero.<sup>77</sup>

The covariate analysis of the collective bargaining function was presented in Table 4. The model explained the effects of role and importance on the ratings for the superintendent's performance of the collective bargaining function ( $P = .0001$ ). The R-Square statistic (All R-Square statistics are presented in Appendix H.), .2124, indicated that the model accounted for an approximate 21 percent of the variation found in the dependent variable (perceptions on the superintendent's performance of the collective

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<sup>77</sup> SAS User's Guide, pp. 239-244.

Table 4

Covariate General Linear Analysis of  
the Collective Bargaining Function

Dependent Variable: Performance of the Collective Bargaining Function

Source	DF	Sum of Squares	Mean Squares	F Value	PR>F
Model	2	160.9503	80.4751	24.01	.0001
Error	178	596.6630	3.3520		
Corrected Total	180	757.6133			

Unadjusted ANOVA

Role	1	16.3184		4.87	.0286
Importance	1	144.6319		43.15	.0001

Adjusted ANCOVA

Role	1	3.7476		1.12	.2918
Importance	1	144.6319		43.15	.0001



bargaining function). Before the means for role had been adjusted for the influence of the covariate (importance of the collective bargaining function), role was viewed as having an effect on the ratings of the superintendent's performance ( $P = .0286$ ). After adjusting for the influence of the covariate, role did not show a significant effect on the behavior of the dependent variable ( $P = .2918$ ), while the covariate had a significant effect ( $P = .0001$ ). Thus, variation was probably due to the covariate or to the perceived importance of the function.

The covariate analysis of the desegregation and race relations function was presented in Table 5. The model explained the effects of role and importance on the ratings for the superintendent's performance of the desegregation and race relations function ( $P = .0001$ ). The R-Square statistic, .2790, indicated that the model accounted for an approximate 28 percent of the variation found in the dependent variable (perceptions on the superintendent's performance of the desegregation and race relations function). Before the means for role had been adjusted for the influence of the covariate (importance of the desegregation and race relations function), role was seen as having a significant effect on the ratings of the superintendent's performance ( $P = .01$ ). After adjusting for the influence of the covariate, role had no significant effect on the behavior of the dependent variable ( $P = .0968$ ), while the covariate's effect was significant ( $P = .0001$ ). Therefore, variation in the model was probably due to the influence of the covariate or the perceived importance of the function.

Table 5

Covariate General Linear Analysis of  
the Desegregation and Race  
Relations Function

Dependent Variable: Performance of the Desegregation and Race  
Relations Function

Source	DF	Sum of Squares	Mean Squares	F Value	PR>F
Model	2	170.3872	85.1936	36.19	.0001
Error	187	440.2654	2.3544		
Corrected Total	189	610.6526			

Unadjusted ANOVA

Role	1	15.9376	15.9376	6.77	.01
Importance	1	154.4496	154.4496	65.60	.0001

Adjusted ANCOVA

Role	1	6.5579	6.5579	2.79	.0968
Importance	1	154.4496	154.4496	65.60	.0001

The covariate analysis of the relations with principals function was presented in Table 6. The model explained the effects of role and importance on the ratings for the superintendent's performance of the relations with principals function ( $P = .0001$ ). The R-Square statistic, .1154, indicated that the model accounted for an approximate 12 percent of the variation found in the dependent variable (perceptions on the superintendent's performance of the relations with principals function). Before the means for role had been adjusted for the influence of the covariate (importance of the relations with principals function), role was viewed as exhibiting a significant effect on the ratings of the superintendent's performance ( $P = .0012$ ). After adjusting for the influence of the covariate, role continued to have a significant effect on the behavior of the dependent variable ( $P = .0057$ ), while the covariate also displayed a significant effect ( $P = .0001$ ). Hence, variation may have been due to the influence of role and importance of the function.

The covariate analysis of the federal and state relations function was presented in Table 7. The model explained the effects of role and importance on the ratings for the superintendent's performance of the federal and state relations function ( $P = .0001$ ). The R-Square statistic, .2580, indicated that the model accounted for an approximate 26 percent of the variation in the dependent variable (perceptions on the superintendent's performance of the federal and state relations function). Before the means for role had been adjusted for the influence of the covariate

Table 6

Covariate General Linear Analysis of the  
Relations with Principals Function

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Dependent Variable: Performance of the Relations with Principals Function

Source	DF	Sum of Squares	Mean Squares	F Value	PR>F
Model	2	50.5937	25.2969	13.31	.0001
Error	204	387.7638	1.9008		
Corrected Total	206	438.3575			

Unadjusted ANOVA

Role	1	20.6313		10.85	.0012
Importance	1	29.9624		15.76	.0001

Adjusted ANCOVA

Role	1	14.8378		7.81	.0057
Importance	1	29.9624		15.76	.0001

Table 7

Covariate General Linear Analysis of the  
Federal and State Relations Function

Dependent Variable: Performance of the Federal and State  
Relations Function

Source	DF	Sum of Squares	Mean Squares	F Value	PR>F
Model	2	96.5646	48.2823	35.11	.0001
Error	202	277.7964	1.3752		
Corrected Total	204	374.3610			

Unadjusted ANOVA

Role	1	4.6435		3.38	.0676
Importance	1	91.9211		66.84	.0001

Adjusted ANCOVA

Role	1	.4413		.32	.5717
Importance	1	91.9211		66.84	.0001

(importance of the federal and state relations function, role was observed as not having an effect on the ratings of the superintendent's performance ( $P = .0676$ ). After adjusting for the influence of the covariate, role continued to have no effect on the behavior of the dependent variable ( $P = .5717$ ), while the covariate again had a significant effect ( $P = .0001$ ). In this manner, variation was probably due to the influence of the covariate or to the perceived importance of the federal and state relations function.

The covariate analysis of the central office coordination function was presented in Table 8. The model explained the effects of role and importance on the ratings for the superintendent's performance of the central office coordination function ( $P = .0001$ ). Here, the R-Square statistic was .0845, which indicated that the model accounted for an approximate 9 percent of the variation found in the dependent variable (perceptions on the superintendent's performance of the central office coordination function). Before the means for role had been adjusted for the influence of the covariate (importance of the central office coordination function), role displayed an effect on the ratings of the superintendent's performance ( $P = .0247$ ). After adjusting for the influence of the covariate, role continued to have an effect on the behavior of the dependent variable ( $P = .0362$ ), while the covariate remained a significant influence ( $P = .0003$ ). Therefore, variation may have been due to the influence of role and importance.

The covariate analysis of the budgeting function was presented in Table 9. The model explained the effects of role and importance

Table 8

Covariate General Linear Analysis of the  
Central Office Coordination Function

Dependent Variable: Performance of the Central Office Coordination  
Function

Source	DF	Sum of Squares	Mean Squares	F Value	PR>F
Model	2	40.7387	20.3693	9.46	.0001
Error	205	441.3383	2.1529		
Corrected Total	207	482.0769			

Unadjusted ANOVA

Role	1	11.0196		5.12	.0247
Importance	1	29.7191		13.80	.0003

Adjusted ANCOVA

Role	1	9.5714		4.45	.0362
Importance	1	29.7191		13.80	.0003

Table 9

Covariate General Linear Analysis of the  
Budgeting Function

Dependent Variable: Performance of the Budgeting Function					
Source	DF	Sum of Squares	Mean Squares	F Value	PR>F
Model	2	90.3762	45.1881	26.93	.0001
Error	205	344.0036	1.6781		
Corrected Total	207	434.3798			
Unadjusted ANOVA					
Role	1	12.1298		7.23	.0078
Importance	1	78.2464		46.63	.0001
Adjusted ANCOVA					
Role	1	10.0705		6.00	.0151
Importance	1	78.2464		46.63	.0001



on the ratings for the superintendent's performance of the budgeting function ( $P = .0001$ ). The R-Square statistic, .2081, indicated that the model accounted for an approximate 21 percent of the variation found in the dependent variable (perceptions on the superintendent's performance of the budgeting function). Before the means for role had been adjusted for the influence of the covariate (importance of the budgeting function), role was viewed as having some effect on the ratings of the superintendent's performance ( $P = .0078$ ). After adjusting for the influence of the covariate, role had less effect on the behavior of the dependent variable ( $P = .0151$ ); however, the effect was significant. The covariate continued to display a significant effect ( $P = .0001$ ). Therefore, variation may have occurred due to the influence of role and importance.

The covariate analysis of the information systems and reporting function was presented in Table 10. The model explained the effects of role and importance on the ratings for the superintendent's performance of the information systems and reporting function ( $P = .0022$ ). The R-Square statistic, .0578, indicated that the model accounted for an approximate 6 percent of the variation found in the dependent variable (perceptions on the superintendent's performance of the information systems and reporting function). Before the means for role had been adjusted for the influence of the covariate (importance of the information systems and reporting function) role was not seen as having an effect on the ratings of the superintendent's performance ( $P = .6414$ ). After adjusting for the influence of the covariate, the effect of role on the behavior of the dependent

Table 10

Covariate General Linear Analysis of the  
Information Systems and  
Reporting Function

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Dependent Variable: Performance of the Information Systems and  
Reporting Function

Source	DF	Sum of Squares	Mean Squares	F Value	PR>F
Model	2	23.7166	11.8583	6.29	.0022
Error	205	386.5912	1.8858		
Corrected Total	207	410.3077			

Unadjusted ANOVA

Role	1	.4103		.022	.6414
Importance	1	23.3063		12.36	.0005

Adjusted ANCOVA

Role	1	.8006		.042	.5154
Importance	1	23.3063		12.36	.0005

variable increased, but not to a point of significance ( $P = .5154$ ), while the covariate continued to have a significant effect ( $P = .0005$ ). Variation was probably due to the influence of the covariate or to the perceived importance of the information systems and reporting function.

The covariate analysis of the providing physical facilities function was presented in Table 11. The model explained the effects of role and importance on the ratings for the superintendent's performance of the providing physical facilities function ( $P = .0001$ ). The R-Square statistic, .1689, accounted for an approximate 17 percent of the variation found in the dependent variable (perceptions on the superintendent's performance of the providing physical facilities function). Before the means for role had been adjusted for the influences of the covariate (importance of the providing with physical facilities function), role was considered to have a significant effect on the ratings of the superintendent's performance ( $P = .0041$ ). After adjusting for the influence of the covariate, the effect of role on the behavior of the dependent variable decreased, but not to the point of insignificance ( $P = .0155$ ). The effect of the covariate appeared at the same level of significance ( $P = .0001$ ). Variation was probably due to the influence of role and importance.

The covariate analysis of the teacher and staff relations function was presented in Table 12. The model explained the effects of role and importance on the ratings for the superintendent's performance of the teacher and staff relations function ( $P = .0001$ ). The R-

Table 11

Covariate General Linear Analysis of the  
Providing Physical Facilities Function

Dependent Variable: Performance of the Providing Physical  
Facilities Function

Source	DF	Sum of Squares	Mean Squares	F Value	PR>F
Model	2	52.9523	26.4761	20.63	.0001
Error	203	260.5283	1.2834		
Corrected Total	205	313.4806			

Unadjusted ANOVA

Role	1	10.8158		8.43	.0041
Importance	1	42.1365		32.83	.0001

Adjusted ANCOVA

Role	1	7.6437		5.95	.0155
Importance	1	42.1365		32.83	.0001

Table 12

Covariate General Linear Analysis of the  
Teacher and Staff Relations Function

Dependent Variable: Performance of the Teacher and Staff  
Relations Function

Source	DF	Sum of Squares	Mean Squares	F Value	PP>F
Model	2	62.9313	31.4652	16.56	.0001
Error	199	378.0638	1.8998		
Corrected Total	201	440.9951			

Unadjusted ANOVA

Role	1	17.1617		9.03	.0030
Importance	1	45.7696		24.09	.0001

Adjusted ANCOVA

Role	1	19.7270		10.38	.0015
Importance	1	45.7696		24.09	.0001

Square statistic, .1427, indicated that the model accounted for an approximate 14 percent of the variation found in the dependent variable (perceptions on the superintendent's performance of the teacher and staff relations function). Before the means for role had been adjusted for the influence of the covariate (importance of the teacher and staff relations function), role indicated a significant effect on the ratings of the superintendent's performance ( $P = .0030$ ). After adjusting for the influence of the covariate, role increased in effect ( $P = .0015$ ). The covariate once again designated significance ( $P = .0001$ ). Hence, the variation may have been due to role and importance.

The covariate analysis of the special programs and projects function was presented in Table 13. The model explained the effects of role and importance on the ratings for the superintendent's performance of the special programs and projects function ( $P = .0001$ ). The R-Square statistic, .2182, indicated that the model accounted for an approximate 22 percent of the variation in the dependent variable (perceptions on the superintendent's performance of the special programs and projects function). Before the means for role had been adjusted for the influence of the covariate (importance of the special programs and projects function), role displayed an insignificant effect on the ratings of the superintendent's performance ( $P = .3121$ ). After adjusting for the influence of the covariate, role's effect decreased ( $P = .5189$ ), while the probability of the covariate having no effect was insignificant ( $P = .0001$ ). Thus, variation was probably due to the influence of

Table 13

Covariate General Linear Analysis of the  
Special Programs and Projects Function

Dependent Variable: Performance of the Special Programs and  
Projects Function

Source	DF	Sum of Squares	Mean Squares	F Value	PR>F
Model	2	74.8368	37.4184	27.91	.0001
Error	200	268.1583	1.3408		
Corrected Total	202	342.9951			

Unadjusted ANOVA

Role	1	1.3769		1.03	.3121
Importance	1	73.4599		54.79	.0001

Adjusted ANCOVA

Role	1	.5600		.42	.5189
Importance	1	73.4599		54.79	.0001

the covariate or to the perceived importance of the special programs and projects function.

The covariate analysis of the dealing with societal problems function was presented in Table 14. The model explained the effects of role and importance on the ratings for the superintendent's performance of the dealing with societal problems function ( $P = .0001$ ). The R-Square statistic, .1118, indicated that the model accounted for an approximate 11 percent of the variation in the dependent variable (perceptions on the superintendent's performance of the dealing with societal problems function). Before the sum of squares for role had been adjusted for the influence of the covariate (importance of the dealing with societal problems function), role did not indicate a significant effect on the ratings of the superintendent's performance ( $P = .3338$ ). After adjusting for the influence of the covariate, role's effect increased ( $P = .2207$ ); however, importance continued to be a significant influence (.0001). In this manner, variation was probably due to the influence of the covariate or to the perceived importance of the dealing with societal problems function.

The covariate analysis of the community relations and support function was presented in Table 15. The model explained the effects of role and importance on the ratings for the superintendent's performance of the community relations and support function ( $P = .0001$ ). The R-Square statistic, .1098, indicated that the model accounted for an approximate 11 percent of the variation in the dependent variable (perceptions on the superintendent's performance



Table 14

Covariate General Linear Analysis of the  
Dealing with Societal Problems Function

Dependent Variable: Performance of the Dealing with Societal  
Problems Function

Source	DF	Sum of Squares	Mean Squares	F Value	PR>F
Model	2	52.0483	26.0242	12.52	.0001
Error	199	413.5754	2.0783		
Corrected Total	201	465.6237			

Unadjusted ANOVA

Role	1	1.9507		.94	.3338
Importance	1	50.0976		24.11	.0001

Adjusted ANCOVA

Role	1	3.1361		1.51	.2207
Importance	1	50.0976		24.11	.0001

Table 15

Covariate General Linear Analysis of the  
Community Relations and  
Support Function

Dependent Variable: Performance of the Community Relations and  
Support Function

Source	DF	Sum of Squares	Mean Squares	F Value	PR>F
Model	2	63.6582	31.8291	12.58	.0001
Error	204	516.1679	2.5302		
Corrected Total	206	579.8261			

Unadjusted ANCOVA

Role	1	36.6304		14.48	.0002
Importance	1	27.0278		10.68	.0013

Adjusted ANCOVA

Role	1	31.5335		12.46	.0005
Importance	1	27.0278		10.68	.0013

of the community relations and support function). Before the means for role had been adjusted for the influence of the covariate (importance of the community relations and support function), role exhibited a significant effect on the ratings of the superintendent's performance ( $P = .0002$ ). After adjusting for the influence of the covariate, role's effect diminished but remained significant ( $P = .0005$ ), while the effect of the covariate once more remained significant ( $P = .0013$ ). Hence, variation in the criterion was probably due to the influence of role and importance.

The covariate analysis of the personnel administration function was presented in Table 16. The model explained the effects of role and importance on the ratings for the superintendent's performance of the personnel administration function ( $P = .0001$ ). The R-Square statistic, .1744, indicated that the model accounted for an approximate 18 percent of the variation in the dependent variable (perceptions on the superintendent's performance of the personnel administration function). Before the means for role had been adjusted for the influence of the covariate (importance of the personnel administration function), role indicated a significant effect on the ratings of the superintendent's performance ( $P = .0009$ ). After adjusting for the influence of the covariate, role's effect decreased but remained significant ( $P = .0061$ ). The effect of the covariate also displayed significance ( $P = .0001$ ). Again, variation was probably due to the influence of role and importance.

The covariate analysis of the board relations function was presented in Table 17. The model explained the effects of role and

Table 16

Covariate General Linear Analysis of the  
Personnel Administration Function

Dependent Variable: Performance of the Personnel Administration  
Function

Source	DF	Sum of Squares	Mean Squares	F Value	PR>F
Model	2	82.5061	41.2531	21.23	.0001
Error	201	390.6507	1.9435		
Corrected Total	203	473.1568			

Unadjusted ANOVA

Role	1	22.0005		11.23	.0009
Importance	1	60.5056		31.13	.0001

Adjusted ANCOVA

Role	1	14.9178		7.68	.0061
Importance	1	60.5056		31.13	.0001

Table 17

Covariate General Linear Analysis of the  
Board Relations Function

Dependent Variable: Performance of the Board Relations Function

Source	DF	Sum of Squares	Mean Squares	F Value	PR>F
Model	2	52.3674	25.6837	12.83	.0001
Error	203	406.4773	2.0024		
Corrected Total	205	457.8447			

Unadjusted ANOVA

Role	1	16.8996		8.44	.0041
Importance	1	34.4678		17.21	.0001

Adjusted ANCOVA

Role	1	9.0167		4.50	.0350
Importance	1	34.4678		17.21	.0001

importance on the ratings for the superintendent's performance of the board relations function ( $P = .0001$ ). The R-Square statistic, .1122, indicated that the model accounted for an approximate 11 percent of the variation in the dependent variable (perceptions on the performance of the board relations function). Before the means for role had been adjusted for the influence of the covariate (importance of the board relations function), role exhibited a significant effect on the ratings of the superintendent's performance ( $P = .0041$ ). After adjusting for the influence of the covariate, role's effect decreased but continued to be significant ( $P = .0350$ ). In addition, the covariate indicated a significant probability of effect ( $P = .0001$ ). Thus, variation was probably due to the influence of role and importance.

The covariate analysis of the collegial relations function was presented in Table 18. The model explained the effect of role and importance on the ratings for the superintendent's performance of the collegial relations function ( $P = .0001$ ). The R-Square statistic, .3549, indicated that the model accounted for an approximate 36 percent of the variation in the dependent variable perceptions on the performance of the collegial relations function. Before the means for role had been adjusted for the influence of the covariate (importance of the collegial relations function), role did not show a significant probability of effect on the ratings of the superintendent's performance ( $P = .4470$ ). After adjusting for the influence of the covariate, the effect of role decreased ( $P = .4541$ ), while the effect of the covariate remained

Table 18

Covariate General Linear Analysis of the  
Collegial Relations Function

Dependent Variable: Performance of the Collegial Relations Function

Source	DF	Sum of Squares	Mean Squares	F Value	PR>F
Model	2	124.8119	62.4060	54.19	.0001
Error	197	226.8681	1.1516		
Corrected Total	199	351.6800			

Unadjusted ANOVA

Role	1	.6685		.58	.4470
Importance	1	124.1434		107.80	.0001

Adjusted ANCOVA

Role	1	.6480		.56	.4541
Importance	1	124.1434		107.80	.0001

significant ( $P = .0001$ ). Hence, variation was probably due to the influence of the covariate or the perceived importance of the collegial relations function.

The covariate analysis of the monitoring student achievement was presented in Table 19. The model explained the effect of role and importance on the ratings for the superintendent's performance of the monitoring student achievement function ( $P = .0001$ ). The R-Square statistic, .1776, indicated that the model accounted for an approximate 18 percent of the variation in the dependent variable (perceptions on the performance of the monitoring student achievement function). Before the means for role had been adjusted for the influence of the covariate (importance of the monitoring student achievement function), role did not indicate a significant effect on the ratings of the superintendent's performance ( $P = .1701$ ). After adjusting for the influence of the covariate, the effect of role increased significantly ( $P = .0395$ ), while the covariate continued to exhibit a significant effect ( $P = .0001$ ). For this reason, variation was probably due to the influence of role and importance.

The covariate analysis of the dealing with political influences function was presented in Table 20. The model explained the effect on role and importance on the ratings for the superintendent's performance of the dealing with political influences function ( $P = .0001$ ). The R-Square statistic, .1490, indicated that the model accounted for an approximate 15 percent of the variation in the dependent variable (perceptions on the performance of the dealing



Table 19

Covariate General Linear Analysis of the  
Monitoring Student Achievement Function

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Dependent Variable: Performance of the Monitoring Student Achievement Function

Source	DF	Sum of Squares	Mean Squares	F Value	PR>F
Model	2	76.5368	38.2684	21.81	.0001
Error	202	354.4193	1.7546		
Corrected Total	204	430.9561			

Unadjusted ANOVA

Role	1	3.3258		1.90	.1701
Importance	1	73.2110		41.73	.0001

Adjusted ANCOVA

Role	1	7.5386		4.30	.0395
Importance	1	73.2110		41.73	.0001

Table 20

Covariate General Linear Analysis of the  
Dealing with Political  
Influences Function

Dependent Variable: Performance of the Dealing with Political  
Influences Function

Source	DF	Sum of Squares	Mean Squares	F Value	PR>F
Model	2	84.3188	42.1594	17.94	.0001
Error	205	481.7582	2.3500		
Corrected Total	207	566.0770			

Unadjusted ANOVA

Role	1	16.0256		6.82	.0097
Importance	1	68.2932		29.06	.0001

Adjusted ANCOVA

Role	1	8.7438		3.72	.0551
Importance	1	68.2932		29.06	.0001

with political influences function). Before the means for role had been adjusted for the influence of the covariate (importance of the dealing with political influences function), role displayed a significant effect on the ratings of the superintendent's performance ( $P = .0097$ ). After adjusting for the influence of the covariate, the effect of role decreased significantly ( $P = .0551$ ) and the effect of the covariate again indicated significance ( $P = .0001$ ). Therefore, variation was probably due to influence of the covariate or the perceived importance of the dealing with political influences function.

#### Tests of Hypotheses

1. The null hypothesis stated that there is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the collective bargaining function, controlling for the ratings on the importance of that function. The computed mean of the ratings by board members on the superintendent's performance of the collective bargaining function, controlling for the importance of that function, was 4.2743, while the mean obtained for the ratings by superintendents was 3.9412. The probability of significance of the difference between the means of the ratings by board members and by superintendents was .2918. The null hypothesis was accepted.

2. The null hypothesis stated that there is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the

desegregation and race relations function, controlling for the ratings on the importance of that function. The computed mean of the ratings by board members on the superintendent's performance of the desegregation and race relations function, controlling for the importance of that function, was 4.8260, while the mean obtained for the ratings by superintendents was 4.3986. The probably of significance of the difference between the means of the ratings by board members and by superintendents was .0968. The null hypothesis was accepted.

3. The null hypothesis stated that there is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the relations with principals function, controlling for the ratings on the importance of that function. The computed mean of the ratings by board members on the superintendent's performance of the relations with principals function, controlling for the importance of that function, was 5.4718, while the mean obtained for the ratings by superintendents was 6.0936. The probability of significance of the difference between the means of ratings by board members and by superintendents was .0057. The null hypothesis was rejected.

4. The null hypothesis stated that there is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the federal and state relations function, controlling for the ratings on the importance of that function. The computed mean of the ratings by board members on the superintendent's performance of the federal and

state relations function, controlling for the importance of that function, was 5.5932, while the mean obtained for the ratings by superintendents was 5.4853. The probability of significance of the difference between the means of ratings by board members and by superintendents was .5717. The null hypothesis was accepted.

5. The null hypothesis stated that there is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the central office coordination function, controlling for the ratings on the importance of that function. The computed mean of the ratings by board members on the superintendent's performance of the central office coordination function, controlling for the importance of that function, was 5.4738, while the mean obtained for the ratings by superintendents was 5.9728. The probability of significance of the difference between the means of the ratings by board members and by superintendents was .0362. The null hypothesis was rejected.

6. The null hypothesis stated that there is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the budgeting function, controlling for the ratings on the importance of that function. The computed mean of the ratings by board members on the superintendent's performance of the budgeting function, controlling for the importance of that function, was 5.7239, while the mean obtained for the ratings by superintendents was 6.2323. The probability of significance between the means of the ratings by board members and by superintendents was .0151. The null hypothesis

was rejected.

7. The null hypothesis stated that there is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the information systems and reporting function, controlling for the ratings on the importance of that function. The computed mean of the ratings by board members on the superintendent's performance of the information systems and reporting function, controlling for the importance of that function, was 5.1564, while the mean obtained for the ratings by superintendents was 5.2999. The probability of significance between the means of the ratings by board members and by superintendents was .5154. The null hypothesis was accepted.

8. The null hypothesis stated that there is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the providing physical facilities function, controlling for the ratings on the importance of that function. The computed mean of the ratings by board members on the superintendent's performance of the providing physical facilities function, controlling for the importance of that function, was 5.3780, while the mean obtained for the ratings by superintendents was 5.8228. The probability of significance between the means of the ratings by board members and by superintendents was .0155. The null hypothesis was rejected.

9. The null hypothesis stated that there is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the teacher

and staff relations function, controlling for the ratings on the importance of that function. The computed mean of the ratings by board members on the superintendent's performance of the teacher and staff relations function, controlling for the importance of that function, was 4.8208, while the mean obtained for the ratings by superintendents was 5.5362. The probability of significance between the means of the ratings by board members and by superintendents was .0015. The null hypothesis was rejected.

10. The null hypothesis stated that there is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the special programs and projects function, controlling for the ratings on the importance of that function. The computed mean of the ratings by board members on the superintendent's performance of the special program and projects function, controlling for the importance of that function, was 4.9646, while the mean obtained for the ratings by superintendents was 5.0859. The probability of significance between means of the ratings by board members and by superintendents was .5189. The null hypothesis was accepted.

11. The null hypothesis stated that there is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the dealing with societal problems function, controlling for the ratings on the importance of that function. The computed mean of the ratings by board members on the superintendent's performance of the dealing with societal problems function, controlling for the importance of

that function, was 4.6800, while the mean obtained for the ratings by superintendents was 4.9672. The probability of significance of the difference between the means of the ratings by board members and by superintendents was .2207. The null hypothesis was accepted.

12. The null hypothesis stated that there is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the community relations and support function, controlling for the ratings on the importance of that function. The computed mean of the ratings by board members on the superintendent's performance of the community relations and support function, controlling for the importance of that function, was 5.1384, while the mean obtained for the ratings by superintendents was 6.0472. The probability of significance of the difference between the means of the ratings by board members and by superintendents was .0005. The null hypothesis was rejected.

13. The null hypothesis stated that there is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the personnel administration function, controlling for the ratings on the importance of that function. The computed mean of the ratings by board members on the superintendent's performance of the personnel administration function was 5.1449, while the mean obtained for the ratings by superintendents was 5.7687. The probability of significance of the difference between the means of the ratings by board members and by superintendents was .0061. The null hypothesis was rejected.

14. The null hypothesis stated that there is no significant



difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the board relations function, controlling for the ratings on the importance of that function. The computed mean of the ratings by board members on the superintendent's performance of the board relations function, controlling for the importance of that function, was 5.6143, while the mean obtained for the ratings by superintendents was 6.1037. The probability of significance of the difference between the means of the ratings by board members and by superintendents was .0350. The null hypothesis was rejected.

15. The null hypothesis stated that there is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the collegial relations function, controlling for the ratings on the importance of that function. The computed mean of the ratings by board members on the superintendent's performance of the collegial relations function, controlling for the importance of that function, was 4.9267, while the mean obtained for the ratings by superintendents was 5.0573. The probability of significance of the difference between the means of the ratings by board members and by superintendents was .4541. The null hypothesis was accepted.

16. The null hypothesis stated that there is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the monitoring student achievement function, controlling for the ratings on the importance of that function. The computed mean of the ratings by

board members on the superintendent's performance of the monitoring student achievement function, controlling for the importance of that function, was 5.0729, while the mean obtained for the ratings by superintendents was 5.5163. The probability of significance of the difference between the means of the ratings by board members and superintendents was .0395. The null hypothesis was rejected.

17. The null hypothesis stated that there is no significant difference between the means of the ratings by board members and by superintendents on the superintendent's performance of the dealing with political influences function, controlling for the ratings on the importance of that function. The computed mean of the ratings by board members on the superintendent's performance of the dealing with political influences function, controlling for the importance of that function, was 4.7846, while the mean obtained for the ratings by superintendents was 5.2617. The probability of significance of the difference between the means of the ratings by board members and by superintendents was .0551. The null hypothesis was accepted.

#### Summary

Chapter Four explained the analysis of data techniques which were used in this study. Tables demonstrating the means and the standard deviations of the ratings on the superintendent's job functions and tables displaying the covariate analysis of each function were offered for examination. Furthermore, exposition of the tables was included. Following the exposition of tables, the hypotheses tested were also stated, and the findings concerning each were given.

## CHAPTER FIVE

## Summary and Implications

In this chapter, a brief review of procedures utilized in the study will be presented. Conclusions based on the analysis of data will also be delineated. In addition, a discussion will be presented, and implications for future study will be offered.

Review of the Study

This study examined the degree of consensus between the perceptions of board members and superintendents in West Virginia on the performance of job functions of the superintendency, while controlling for the importance of these functions. For this purpose, data were collected from the two referant groups by two instruments which were identical in construction. However, the first instrument requested the respondents to circle the number of each item that most nearly expressed their views as to the importance of the job function described. The numbers ranged from one to seven, with one indicating the lowest priority and seven indicating the highest. The second instrument requested the respondents to circle the number which best described the performance of the superintendent within their school system. After 65 percent of the instruments had been returned, the recorded responses were analyzed according to analysis of covariance procedures. The seventeen hypotheses were then tested individually.

### Conclusions

The hypotheses of this study and conclusions regarding each hypothesis will be generalized in this section.

1. There was no significant difference between the perceptions of board members and superintendents on the performance of the collective bargaining function of the superintendency. It was hypothesized that, if variation was detected in the scores of these two groups on the performance of the superintendent, it would be due to the expectations or the importance given to that job function and not to the performance itself. Analysis of the data indicated that the variation of scores revealed by the model was probably due to the expectations of the referents or to the perceived importance of the collective bargaining function and not to the role of board member of superintendent.

2. There was no significant difference between the perceptions of board members and superintendents on the performance of the desegregation and race relations function. Perceptions of board members and superintendents on the performance of the desegregation and race relations function were not significantly different. Thus, variation detected by the model was probably due to the influence of the perceived importance of that function.

3. There was a significant difference between the perception of board members and superintendents on the performance of the relations with principals function. A significant difference was found to exist, though the mean scores for performance had been adjusted for importance. Therefore, it is probable that variation

detected by the model was due to differences between the roles of board member and of superintendent.

4. There was no significant difference between the perceptions of board members and superintendents on the performance of the federal and state relations function. Differences detected by the model were probably due to varying opinions of the respondents on the importance of that function.

5. There was a significant difference between the perceptions of board members and superintendents on the performance of the central office coordination function. However, when considering this result, it should be noted that the model did not indicate a high degree of variation. Thus, the difference may be viewed with caution. Perhaps, the rejection of the hypothesis was partially due to little initial variation being detected.

6. There was a significant difference between the perception of board members and superintendents on the performance of the budgeting function. There were indications that a significant difference did exist; this was probably due to the budgeting function being viewed from different perspectives by board members and superintendents.

7. There was no significant difference between the perceptions of board members and superintendents on the performance of the information systems and reporting function. The analysis of this function was interesting due to the fact that little variation was detected by the model but the influence of the importance of this function was outstanding. It may be concluded that both groups agreed significantly on the importance and the performance of this

function.

8. There was a significant difference between the perceptions of board members and superintendents on the providing physical facilities function. The difference between scores was probably due to the roles of board member and superintendent.

9. There was a significant difference between the perceptions of board members and superintendents on the performance of the teacher and staff relations. Variation was probably due to the influence of role.

10. There was no significant difference between the perception of board members and superintendents on the performance of the special programs and projects function. The views of board members and superintendents displayed significant agreement when the scores were adjusted for the influence of the perceived importance of the function by board members and by superintendents.

11. There was no significant difference between the perceptions of board members and superintendents on the performance of the dealing with societal problems. Significant agreement between the adjusted mean scores of the two referent groups was revealed. Variation indicated in the model was probably due to the perceived importance of the function.

12. There was a significant difference between the perceptions of board members and superintendents on the performance of the community relations and support function. The analysis of the data indicated that a significant difference does exist between the two groups, perhaps due to the difference in role.

13. There was a significant difference between the perceptions of board members and superintendents on the performance of the personnel administration function. The model detected a variation between the mean scores of board members and superintendents which was not due to perceived importance. As variation was revealed in the R-Square statistic, variation may be the result of the difference in roles.

14. There was a significant difference between the perception of board members and superintendents on the performance of the board relations function. A variation between the mean scores of the two responding groups was noticed, probably as a result of the difference in roles.

15. There was no significant difference between the perceptions of board members and superintendents on the performance of the collegial relations function. After adjusting for the influence of importance, the mean scores of the two referent groups were not considered to be significantly different. The variation appeared to be the result of perceptions on importance of the function.

16. There was a significant difference between the perceptions of board members and superintendents on the performance of the monitoring student achievement. A significant difference was revealed by the analysis of the data. The variation in mean score on the performance of this function is probably due to the difference in roles.

17. There was no significant difference between the perceptions of board members and superintendents on the performance of the

dealing with political influence function. A significant difference was not displayed by the analysis. Therefore, variation shown in the model may exist as a result of the difference in perceived importance of the function.

After reviewing the generalized results of the statistical analysis, it is possible to conclude that the perceived importance or expectations of board members and superintendents on the seventeen job functions of the superintendency do significantly influence perceptions on the superintendent's performance of these functions in eight cases out of seventeen. The mean scores which displayed consensus between the referent groups, after controlling for importance, were those that referred to the following functions:

1. collective bargaining,
2. desegregation and race,
3. federal and state relations,
4. information systems and reporting,
5. special programs and projects,
6. dealing with societal problems,
7. collegial relations,
8. dealing with political influences.

Those mean scores which did not reveal consensus between the groups referred to the following functions:

1. relations with principals,
2. central office coordination,
3. budgeting,
4. providing physical facilities,



5. teacher and staff relations,
6. community relations and support,
7. personnel administration,
8. board relations,
9. monitoring student achievement.

### Discussion

The central thesis of this study was that a significant relationship existed between the perceptions of board members and superintendents on the performance of superintendents' job functions and on the importance of these same functions. The statistical analysis revealed that such a relationship did exist in regard to some job functions. However, though a relationship between the two variables was not statistically established in each instance, importance repeatedly exhibited an influence on the performance of these functions, while role was often considered to be insignificant. These findings suggest that, if organizational conflict is to decrease, those in educational administration should place more emphasis on discovering what is considered important to those persons who are involved. In other words, role conflict between board members and superintendents may be limited by establishing an agreement on the expected results of rules, regulations, and procedures.

In the future, board members and superintendents may be seen discussing issues in an environment of commitment to consensus. Granted, conflict will continue to exist, for, without conflict,

little progress would occur; however, the conditions will differ. Both groups will feel free to express their views and, then, with minds open and eager for solutions to problems, will listen and will consider the ideas of others. Through increased communication, specific roles for individual school systems and administrators will be developed on a continuum. As a consequence, educational systems will no longer be portrayed as architects of boundaries which prohibit or discourage innovative and productive thought. They will, instead, be seen as institutions which personify the spirit of learning.

Assuredly, this investigation addressed only one dimension of administrative behavior, the nomothetic or institutional, but attending to the obvious may have far more reaching results. A meeting of minds concerning job expectations may produce solutions to problems which are more personal in nature. In this manner, school systems become more effective and efficient institutions. Thus, in a general sense, all members of society will benefit by the reiteration of the knowledge that the manifestation of understanding and consensus is essential to the attainment of expected performance.

#### Recommendations

1. It is recommended that objective and systematic procedures and processes concerning the identification and evaluation of superintendents' job functions be established as a manner of policy. These functions would be subject to review at an annual meeting of

board members and superintendent. At this meeting, functions which have been previously identified and evaluations of the superintendent's performance of these functions would be discussed, and, if it were found necessary, revisions would occur by means of consensus.

2. It is recommended that, before the selection of a new superintendent, board members meet with the potential candidates and present them with the views of the board on what functions are considered important to the attainment of effectiveness and efficiency in that particular school system. In this way, the managerial and institutional levels of the organization reach a consensus on role expectations before job commitment has occurred. The result will be a superintendent who has no excuse for failure of performance and members of school boards who expect the most (not the least) from a person occupying the office of superintendent.

3. It is recommended that, as the literature has suggested that relationships between people in particular social situations are necessary to leader behavior, efforts should be made by each school system to identify what type of leader behavior (for example, considerate or structured) is required in that specific situation and publish the results of the investigation. Hence, the superintendent, knowing what the system expects from him, will be responsible for performing in this manner and, in addition, will be able to predict the effect his behavior will have on other elements of the organization.

4. It is recommended that information such as revealed by this study concerning what respondents together considered to be the

most important function (budgeting) and the least important function (collective bargaining) be utilized in reaching decisions concerning the expectations of each school organization. (For additional information regarding the grand means of board members and superintendents on the importance and performance of superintendents' job functions, see Appendix H.)

5. It is recommended that members of school boards establish a document which presents specifically the duties of county boards of education and of county superintendents according to school law in West Virginia. By reviewing the West Virginia Code concerning educational systems, a relationship of cooperation and coordination between board members and superintendents will be encouraged.

6. It is recommended that roles be prescribed not only for the superintendent but also for the incumbents of other roles within the system. The result will be a quality of complementarity which combines the roles into a coherent, interactive unit with a characteristic structure. In other words, the functioning of a superintendency depends not only on a precise description of expectations for the role of superintendent but also on a clear statement of expectations for other specific role incumbents.

7. It is recommended that to achieve a position description the job functions be divided into four categories: (1) improving educational opportunity, (2) obtaining and developing personnel, (3) maintaining effective relations with the community, (4) providing and maintaining funds and facilities. Following this, skills required in each category may be listed according to (1) conceptual,

seeing the organization as a whole, (2) human, working cooperatively within a group, (3) technical, possessing the knowledge and the ability to involve methods, procedures, or techniques. The result will be an idealized portrait of each position.

8. It is recommended that the opinions of board members and superintendents on importance and on performance be compared in order to ascertain where discrepancies arise. In Table 2 and in Table 3 on pages 61 and 63, the data give evidence that board members and superintendents do not always agree on which function is most important or on which function is performed at the highest level. Specific information such as presented in these tables should be provided so meaningful dialogue may occur.

#### Implications for Future Study

The results of this study indicate a lack of knowledge in regard to understanding the performance of the superintendent. Future studies need to (1) investigate the influence of other groups within the school system on the performance of the superintendent, (2) compare the behavior of superintendents in effective systems to those in ineffective systems, (3) question the school systems in West Virginia as to what job functions are pertinent to their situation, (4) survey the views of those who participated in this study as to how beneficial an investigation (such as this one) is to their school system and what the emphasis of future studies should be, (5) examine the degree of congruence among the views of

board members, superintendents, and parents, and (6) determine the effects of politics on the performance of the superintendent.

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February 23, 1957

APPENDIX A

Letter Written to Dr. Melanie Baehr  
by Dr. Ernel Stepp

Ernel Stepp  
Bureau of Entomology  
and Plant Quarantine  
United States Department of Agriculture  
Washington, D. C.

MARSHALL UNIVERSITY

Educational Administration  
Supervision, and Field Service

HUNTINGTON, WEST VIRGINIA 25701

February 23, 1982

Dr. Melanie Baehr  
Director of Research  
Human Resources Center  
1225 East 60th Street  
Chicago, IL 60637

Dear Dr. Baehr:

In our telephone conversation on Monday, February 22, we talked about the Job Functions Inventory for School Superintendents (JFISS).

One of our doctoral students in educational administration, Patricia Harrison, is considering using the JFISS in her dissertation research. Please provide us with a copy of the JFISS and any normative data available on it, for review and planning. Also, provide us with Dr. Salley's new address and telephone, in order that we may communicate with him too.

Thank you for your courtesy and consideration.

Sincerely,

*Ermel Stepp*

Ermel Stepp, Ed.D.  
Associate Professor

ES:eb

APPENDIX B

Letter Written to Dr. Ernel Stepp  
by Dr. Melanie Baehr

Dr. Ernel Stepp  
Department of Psychology  
University of Michigan  
Ann Arbor, Michigan 48106-1000

Melanie Baehr  
Department of Psychology  
University of Michigan  
Ann Arbor, Michigan 48106-1000

THE UNIVERSITY OF CHICAGO

CHICAGO · ILLINOIS 60637

HUMAN RESOURCES CENTER

1225 EAST SIXTIETH STREET

120

March 1, 1982

Professor Ermel Stepp  
Educational Administration  
Supervision, and Field Service  
Marshall University  
Morgantown, West Virginia 25701

Professor Stepp:

We are pleased to authorize the use of the Job Functions Inventory School Superintendents by Ms. Patricia Harrison in the dissertation research which she will conduct under your supervision. We are also prepared to grant the educational discount of 40 per cent on the original purchase price of \$8.00 for 20 booklets.

I regret that I am not able to supply you with the accompanying material which you request. I find that all I have in my possession is a final report of the national project which resulted in the construction of the instrument and which is copyrighted by Columbus Salley. I have not been able to contact Dr. Salley to request the factorial structure of the test, scoring instructions, and norms. I shall continue my attempts to contact him, but you may wish to do this yourself. His address and telephone number are given below.

Dr. Columbus Salley Phone (201) 733-7333  
Executive Superintendent  
Newark Public Schools  
Two Cedar Street  
Newark, N. J. 07102

We hope that the instrument will be useful in the research study, and we would appreciate receiving a copy of research results which pertain to JFISS.

Yours sincerely,

*Melany E. Baehr*

Melany E. Baehr, Ph.D.  
Associate Director - Research

gb

- Dr. Columbus Salley

THE UNIVERSITY OF CHICAGO  
LIBRARY

Dr. Columbus Salley  
Department of Psychology  
University of Chicago  
Chicago, Illinois

APPENDIX C

Letter Written to Dr. Columbus Salley  
by Patricia Harrison

*Patricia A. Harrison*  
MAY 14 1964  
RECEIVED  
UNIVERSITY OF CHICAGO

Dr. Columbus Salley

1016 West Third Street  
Huntington, West Virginia  
March 11, 1982

Dr. Columbus Salley  
Executive Superintendent  
Newark Public Schools  
Two Cedar Street  
Newark, New Jersey 07102

Dear Dr. Salley:

It is with pleasure that I report receiving authority from Melanie Baehr to use the Job Functions Inventory for School Superintendents in dissertation research which will be conducted under the guidance of Dr. Ermel Stepp of Marshall University. However, Dr. Baehr writes that she does not have access to the factorial structure of the test, scoring instructions, and norms.

I would appreciate your mailing this information to me, if possible.

Sincerely,

*Patricia M. Harrison*

PATRICIA M. HARRISON  
Doctoral student in education  
administration

PMH:bh

CC: Dr. Ermel Stepp



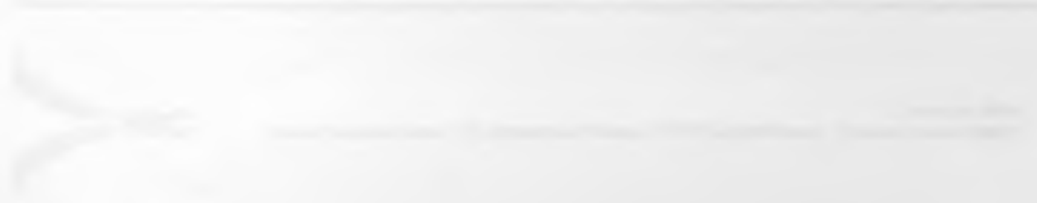
JOB FUNCTIONS INVENTORY FOR SCHOOL SUPERINTENDENTS	_____ _____ _____ _____
--	----------------------------------

This inventory is designed to identify the job functions of school superintendents. It is intended to be used as a tool for job analysis and to provide a basis for the development of job descriptions and performance standards. The inventory is organized into four major categories: administrative, instructional, community relations, and personal. Each category contains a list of specific job functions. The respondent is asked to indicate the frequency with which each function is performed on a scale of 1 to 5.

APPENDIX D

Superintendents' Job Functions Inventory

This inventory is designed to identify the job functions of school superintendents. It is intended to be used as a tool for job analysis and to provide a basis for the development of job descriptions and performance standards. The inventory is organized into four major categories: administrative, instructional, community relations, and personal. Each category contains a list of specific job functions. The respondent is asked to indicate the frequency with which each function is performed on a scale of 1 to 5.



# JOB FUNCTIONS INVENTORY FOR SCHOOL SUPERINTENDENTS

**Please Fill In:**

Name \_\_\_\_\_

School District \_\_\_\_\_

City or Community \_\_\_\_\_

State \_\_\_\_\_

Developed by: Columbus Salley, Ed.D.,  
Melany E. Baehr, Ph.D.

**DIRECTIONS:**

This Job Functions Inventory for School Superintendents provides a standardized procedure for identifying the major dimensions of a superintendent's job as determined by the special operating conditions and constraints of that particular superintendency. The Inventory consists of 120 items or descriptions of functions a superintendent may have to perform on some regular basis. Of course, even this many items cannot reflect the full complexity of the job or all dimensions of every superintendency. However, care has been taken during the development of this Inventory through interviews with diverse kinds of superintendents, such as urban, suburban, small district, large district, etc., and a comprehensive review of the literature to represent both functions common to most superintendencies and of ones characteristic of certain specialized job situations.

To complete this Inventory, you rate the importance of each item or function for your particular superintendency. In deciding on the importance of each item or function for your superintendency, think of your job the way it *is*, *not* the way you would like it to be or the way other people expect it to be.

**If You Are Asked to Use a Separate Answer Sheet:**

Do not make any marks on this booklet. For directions on how to use the separate answer sheet, turn to the *inside* front cover of the booklet.

**If You Are Asked to Mark Your Answers in the Booklet:**

Use a No. 2 pencil, not a pen. First, fill in the information asked for at the top of this page. Then there are two steps to follow in rating the importance of booklet items for your job. For directions on these steps, turn to *page 3* of the booklet.

DUAL  
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6-3-500



**HRC**

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# 2

## If You Are Asked to Use a Separate Answer Sheet:

Use a *No. 2 pencil*, not a pen. First, fill in the information asked for at the top of the answer sheet.

On the answer sheet, there are five columns of answer rows. For *this* Inventory use the first three columns, or the rows numbered from 1 to 120. There are two steps to follow in marking the answer sheet to rate the importance of booklet items for your job.

### STEP ONE

1. Read each item. Decide whether you think it is of "*Below Average*" or "*Above Average*" importance for your job. Indicate your decision with a check mark in the appropriate one of the two middle *blank* columns on the answer sheet in the row with the same number as the item.
2. Try to rate about *half* the items "*Below*" and *half* "*Above*" for the booklet as a whole, or approximately 20 "*Below*" and 20 "*Above*" for each column on the answer sheet. When you have rated all 120 items, count the *total* of "*Below Average*" marks on the answer sheet. If you have 50 or less, review your ratings and try to reclassify more items as "*Below Average*." If you have 70 or more, try to reclassify more items as "*Above Average*." Erase your original check mark when you make a change.

### STEP TWO

1. Next, look at the items you have rated "*Below Average*" on the answer sheet. Now make more precise ratings. Use the columns labeled "*Little or None*" and "*Less than Average*." This time, indicate your rating by putting a heavy pencil mark in the answer space ( = ) in the appropriate column. Again try to classify about *half* of the items you are dealing with into each column, or approximately 10 "*Little or None*" or 10 "*Less than Average*" for each full column. If you change a rating, *erase* your original mark completely.
2. Then do the same for the items you checked "*Above Average*" on the answer sheet. Make a more precise rating on each. Use the columns labeled "*More than Average*" and "*Outstanding*." Indicate your rating by putting a heavy pencil mark in the answer space ( = ) in the appropriate column. Again try to classify about *half* of the items you are dealing with into each column, or approximately 10 "*More than Average*" and 10 "*Outstanding*" for each full column. If you change a rating, *erase* your original mark completely.

## 3

If You Are Asked to Mark Your Answers in the Booklet:

## STEP ONE

1. Read each item. Decide whether you think it is of "Below Average" or "Above Average" importance for your job. Indicate your decision with a check mark in the appropriate one of the two middle *shaded* columns on the right of the page.
2. Try to rate about *half* the items "Below" and half "Above" for the booklet as a whole, or approximately 12 "Below" and 12 "Above" on each full page. When you have rated all 120 items, count the total of "Below Average" marks for the *whole* booklet. If you have 50 or less, review your ratings and try to reclassify more items as "Below Average." Erase your original check mark when you make a change.

## STEP TWO

1. On each page, look at the items you have rated "Below Average." Now make more precise ratings. Use the *unshaded* columns labeled "Little or None" and "Less than Average." For each item, make a new rating in *one* of these columns. Again try to classify about *half* of the items you are dealing with into each column, or approximately 6 "Little or None" and 6 "Less than Average" on each full page.
2. Do the same on each page for the items you checked "Above Average." Make a more precise rating on each, using the *unshaded* columns labeled "More than Average" and "Outstanding." For each item, make a new rating in one of these columns. Try to classify about *half* of the items you are dealing with into each column, or approximately 6 "More than Average" and 6 "Outstanding" on each full page.

4

IMPORTANCE

	Little or None	Less than Average	Below Average	Above Average	More than Average	Outstanding
1. Working with principals and central office staff to evaluate performance of specialized staff . . . . .						
2. Dealing with emergency energy problems . . . . .						
3. Adjusting to changing ethnic composition of the school district . . . . .						
4. Nominating to school board candidates to fill teacher, principal, and administrative vacancies . . . . .						
5. Knowing issues in public education and communicating them effectively to staff and school board . . . . .						
6. Establishing a district-wide affirmative action program . . . . .						
7. Working with committees of the school board to promote innovative methods or materials . . . . .						
8. Requesting additional state funding for special district programs . . . . .						
9. Delegating appropriate responsibility to members of personal executive team . . . . .						
10. Monitoring district compliance with state truancy laws . . . . .						
11. Keeping key local, state and congressional politicians informed of district issues and programs . . . . .						
12. Adhering to Privacy Laws for staff and student records . . . . .						
13. Submitting proposals for special funds to federal agencies . . . . .						
14. Cultivating relationships with diverse religious organizations . . . . .						
15. Reporting to school board at regular meetings on such personnel matters as the dismissals of teachers, principals, and administrative staff . . . . .						
16. Complying with state laws specifically applicable to the superintendent of schools . . . . .						
17. Providing adult education or continuing education programs in response to community needs . . . . .						
18. Understanding constraints of agreements with the union and teacher association . . . . .						
19. Gaining attention and providing support for programs in continuing, alternative, and adult education . . . . .						
20. Seeking school board approval for closing of certain schools . . . . .						
21. Making regular reports to school board on services such as building-maintenance, health, and food . . . . .						
22. Providing regular press releases on progress of school programs and activities . . . . .						
23. Seeking community-wide opinions on the need for new buildings and facilities . . . . .						
24. Clarifying with school board duties and responsibilities of board and superintendent . . . . .						
<i>Approximate Final Column Totals</i>	6	6	12	12	6	6



6

IMPORTANCE

	Little or None	Less than Average	Below Average	Above Average	More than Average	Outstanding
49. Involving central office staff in decisions to remove specialized staff . . . . .						
50. Seeking appropriate state approval for special or innovative programs . . . . .						
51. Understanding the processes needed for effective participation in collective bargaining . . . . .						
52. Submitting reports to state agencies on progress of state funded projects . . . . .						
53. Seeking appropriate state approval of plans for certain new buildings and facilities . . . . .						
54. Soliciting community views on educational programs and materials . . . . .						
55. Developing plans for capital improvements . . . . .						
56. Developing strategies for utilizing key media persons in promoting special board projects and activities . . . . .						
57. Cooperating with local universities in designing and implementing special educational projects . . . . .						
58. Setting up programs to identify and remove poor teachers and administrators . . . . .						
59. Recommending to school board approval or rejection of collective bargaining agreements . . . . .						
60. Establishing qualifications for janitors and other maintenance personnel . . . . .						
61. Accounting to state agencies or federal government for success or failure of desegregation programs . . . . .						
62. Working with principals to provide effective staff development programs for teachers . . . . .						
63. Ensuring that the terms of collective bargaining contracts are understood by principals and central office staff . . . . .						
64. Keeping school board members informed on federal policy and legislation . . . . .						
65. Maintaining regular contacts with other superintendents . . . . .						
66. Briefing central office staff on district policies and procedures . . . . .						
67. Cooperating with local and state agencies in dealing with child abuse and neglect . . . . .						
68. Making regular reports to board concerning expenditure levels . . . . .						
69. Monitoring district programs which eliminate sex discrimination . . . . .						
70. Developing more sophisticated planning and information systems for the district . . . . .						
71. Providing stress control programs for principals and other administrative staff . . . . .						
72. Encouraging principals and central office staff to consider innovative programs and materials . . . . .						
<i>Approximate Final Column Totals</i>	6	6	12	12	6	6

7

IMPORTANCE

	Little or None	Less than Average	Below Average	Above Average	More than Average	Outstanding
73. Keeping minutes of school board meetings on file for public review in district office.						
74. Working with central office staff to establish criteria for evaluating their effectiveness in working with different racial and ethnic groups in the districts.						
75. Identifying future financial needs and resources.						
76. Working with school board and appropriate staff to establish criteria for evaluating teacher performance.						
77. Attending national educational conventions.						
78. Ensuring that janitorial services are competently performed.						
79. Involving principals in the decision to remove or fire teachers.						
80. Initiating programs for decentralizing management throughout the system.						
81. Determining the academic achievement of school district in relation to other districts, both state and national.						
82. Providing detailed budget information to union officials during collective bargaining.						
83. Providing staff development programs for principals, specialized, and administrative staff.						
84. Coordinating accounting and auditing functions with central office staff.						
85. Working with principals on assigning teachers and specialized staff to new or ongoing federal or state projects.						
86. Monitoring and evaluating behavior of principals, specialized staff, and central office staff in dealing with members of different racial and ethnic groups in the district.						
87. Submitting reports to federal agencies on progress of federally funded projects.						
88. Seeking school board approval for plans for new buildings.						
89. Involving principals in the selection of non-certificated staff.						
90. Working with principals, local community, and law-enforcement agencies to control drug traffic and abuse in the district.						
91. Distributing information on board policies and district guidelines.						
92. Developing and implementing uniform guidelines for the administration of grievance procedures.						
93. Ensuring that an adequate number of candidates are interviewed for vacancies among teaching, principal, executive, and other administrative staff positions.						
94. Involving principals in the selection of teachers.						
95. Delegating budget preparation to appropriate staff persons.						
96. Monitoring district staff's compliance with laws concerning Students' Rights.						
<i>Approximate Final Column Totals</i>	6	6	12	12	6	6



8

IMPORTANCE

	Little or None	Less than Average	Below Average	Above Average	More than Average	Outstanding
97. Ensuring that student personnel services maintain responsibility for the academic and personal needs of all students . . . . .						
98. Maintaining an adequate security force to deal with such school problems as gang activity, drug abuse, and crowd control. . . . .						
99. Making recommendations to school board on approved list of textbooks and instructional materials. . . . .						
100. Monitoring district allocation of state monies designated for special students and programs. . . . .						
101. Seeking board approval for special programs for teaching English to bilingual or multilingual students. . . . .						
102. Developing positive relationships with other school districts. . . . .						
103. Dealing with the effects of declining enrollments on staff size and building programs. . . . .						
104. Working with principals to evaluate the performance of non-certificated staff. . . . .						
105. Recommending uniform certification requirements for teachers, specialized staff, and administrators to school board . . . . .						
106. Accounting to school board for success or failure of innovative programs. . . . .						
107. Attending professional meetings and seminars outside of district . . . . .						
108. Establishing district-wide guidelines and procedures for distribution and record-maintenance of school supplies and equipment . . . . .						
109. Monitoring compliance with collective bargaining agreements and continuing dialogues with union leaders . . . . .						
110. Assisting in designing programs to identify and remove poor teachers. . . . .						
111. Clarifying when necessary in the media the implications of collective bargaining negotiations or agreements on district resources and programs . . . . .						
112. Dealing with racist groups in the community, either white or black . . . . .						
113. Requesting additional federal funding for special district programs. . . . .						
114. Dealing with teacher strikes. . . . .						
115. Informing district staff of criteria used in evaluating their performance . . . . .						
116. Encouraging principals and central office staff to develop techniques for dealing with street gangs or drug pushers within school district. . . . .						
117. Reading professional journals and periodicals . . . . .						
118. Ensuring that there is adequate transportation for students to attend regular and special school programs . . . . .						
119. Developing plans for the upward mobility of females and minorities in administrative and supervisory positions. . . . .						
120. Developing plans for school desegregation. . . . .						
<i>Approximate Final Column Totals</i>	6	6	12	12	6	6

APPENDIX E

Factor Analysis of Superintendents'  
Job Functions Inventory

Factor Analysis of Superintendents'  
Job Functions Inventory

Normalized Standard Scores for 194 School Superintendents

Relationships with People and Groups

Factor 2. Desegregation and Race Relations

<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>
35	76	26	59	17	49
34	72	25	57	16	48
33	71	24	56	15	46
32	68	23	54	14	44
31	65	22	53	13	42
30	64	21	52	12	40
29	62	20	52	11	36
28	61	19	51	10	32
27	60	18	50	9	26

Mean = 19.41

S.D. = 6.79

Factor 3. Relations with Principals

<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>
36	78	26	53	16	37
35	76	25	51	15	36
34	74	24	49	14	35
33	70	23	47	13	33
32	67	22	45	12	32
31	64	21	43	11	31
30	61	20	41	10	28
29	59	19	40	9	24
28	57	18	40		
27	55	17	38		

Mean = 23.93

S.D. = 5.41

## Factor 4. Federal and State Relations

<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>
45	76	34	61	23	44
44	73	33	59	22	43
43	73	32	57	21	41
42	72	31	56	20	39
41	70	30	55	19	38
40	69	29	54	18	37
39	68	28	53	17	35
38	65	27	51	16	31
37	64	26	49	15	28
36	64	25	47	14	24
35	63	24	45		

Mean = 27.00

S.D. = 6.38

## Factor 9. Teacher and Staff Evaluation

<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>
36	76	28	56	20	40
35	72	27	54	19	37
34	69	26	52	18	34
33	67	25	50	17	32
32	64	24	48	16	28
31	63	23	46	15	26
30	61	22	44	14	24
29	58	21	42	13	22

Mean = 25.05

S.D. = 4.60

## Factor 11. Dealing with Societal Problems

<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>
38	78	28	66	18	47
37	76	27	63	17	45
36	76	26	61	16	43
35	73	25	59	15	40
34	71	24	57	14	38
33	70	23	55	13	34
32	69	22	53	12	29
31	69	21	52	11	24
30	69	20	51		
29	68	19	49		

Mean = 20.24

S.D. = 5.09

## Factor 12. Community Relations and Support

<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>
38	78	30	61	22	45
37	76	29	59	21	41
36	74	28	58	20	39
35	72	27	56	19	36
34	69	26	54	18	34
33	66	25	52	17	33
32	65	24	50	16	31
31	64	23	47	15	28

Mean = 24.61

S.D. = 4.48

## Factor 14. Board Relations

<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>
45	78	36	57	27	42
44	74	35	56	26	39
43	72	34	54	25	38
42	71	33	52	24	36
41	68	32	50	23	34
40	65	31	49	22	31
39	63	30	47	21	28
38	61	29	46	20	24
37	59	28	44	19	22

Mean = 31.69

S.D. = 5.31

## Factor 15. Collegial Relations

<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>
30	78	23	63	16	42
29	73	22	60	15	39
28	72	21	58	14	35
27	71	20	55	13	31
26	69	19	53	12	26
25	67	18	49		
24	65	17	45		

Mean = 18.61

S.D. = 3.35

## Factor 17. Dealing with Political Influences

<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>
28	78	22	53	16	37
27	73	21	49	15	35
26	69	20	46	14	33
25	65	19	43	13	31
24	60	18	41	12	28
23	56	17	39	11	22

Mean = 20.79

S.D. = 3.25

Instruction

## Factor 16. Monitoring Student Achievement

<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>
22	73	17	53	12	37
21	68	16	50	11	34
20	64	15	48	10	28
19	60	14	45	9	26
18	57	13	41	8	22

Mean = 15.78

S.D. = 2.91

Personnel

## Factor 1. Collective Bargaining

<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>
40	78	30	55	20	44
39	73	29	54	19	43
38	70	28	52	18	42
37	68	27	50	17	41
36	66	26	49	16	40
35	63	25	48	15	40
34	62	24	47	14	39
33	60	23	46	13	38
32	58	22	45	12	35
31	57	21	44	11	32

Mean = 25.35

S.D. = 7.72

## Factor 13. Personnel Administration

<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>
16	68	12	48	8	35
15	61	11	44	7	32
14	56	10	40	6	27
13	52	9	38	5	22

Mean = 12.25

S.D. = 2.41



Administration

## Factor 5. Central Office Coordination

<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>
47	78	35	57	23	36
46	76	34	55	22	34
45	76	33	54	21	32
44	76	32	52	20	30
43	76	31	50	19	27
42	76	30	49	18	26
41	74	29	46	17	24
40	72	28	44	16	24
39	68	27	43	15	24
38	64	26	41	14	24
37	61	25	40	13	22
36	59	24	38		

Mean = 30.83

S.D. = 5.31

## Factor 6. Budgeting

<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>
20	72	15	49	10	37
19	66	14	46	9	35
18	61	13	43	8	33
17	56	12	41	7	31
16	52	11	40	6	28

Mean = 14.77

S.D. = 3.23

## Factor 7. Information Systems and Reporting

<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>
34	76	26	58	18	42
33	72	25	57	17	41
32	69	24	55	16	39
31	66	23	53	15	36
30	65	22	51	14	32
29	63	21	49	13	28
28	62	20	47	12	24
27	60	19	45	11	22

Mean = 21.86

S.D. = 4.92

## Factor 8. Physical Facilities

<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>	<u>Raw Score</u>	<u>Standard Score</u>
28	78	21	57	14	43
27	74	20	54	13	41
26	70	19	53	12	38
25	67	18	51	11	36
24	65	17	49	10	34
23	62	16	47	9	31
22	59	15	45	8	28
				7	24

Mean = 17.54

S.D. = 4.49

## Factor 10. Special Programs and Projects

<u>Raw</u> <u>Score</u>	<u>Standard</u> <u>Score</u>	<u>Raw</u> <u>Score</u>	<u>Standard</u> <u>Score</u>	<u>Raw</u> <u>Score</u>	<u>Standard</u> <u>Score</u>
29	78	22	58	15	42
28	71	21	55	14	40
27	68	20	54	13	38
26	67	19	52	12	36
25	64	18	50	11	31
24	62	17	47	10	22
23	60	16	44		

Mean = 18.49

S.D. = 4.25

Score Key for Job Functions Inventory  
for School Superintendents

Factor 2	Desegregation and Race Relations
Items:	97, 180, 170, 06, 136, 118, 154, 29, 156
Factor 3	Relations with Principals
Items:	141, 147, 45, 126, 157, 100, 01, 66, 133
Factor 4	Federal and State Relations
Items:	12, 171, 20, 77, 80, 54, 135, 52, 82, 138, 153, 59
Factor 9	Teacher and Staff Evaluation
Items:	122, 64, 91, 66, 173, 168, 79, 50, 150
Factor 11	Dealing with Societal Problems
Items:	142, 174, 28, 151, 15, 26, 105, 75, 110, 17
Factor 12	Community Relations and Support
Items:	44, 40, 85, 31, 11, 76, 88, 21, 127, 137
Factor 14	Board Relations
Items:	152, 74, 102, 117, 159, 12, 158, 35, 51, 33, 161, 60
Factor 15	Collegial Relations
Items:	162, 123, 176, 53, 113, 114, 116, 131
Factor 17	Dealing with Political Influences
Items:	103, 155, 16, 104, 09, 143, 102
Factor 16	Monitoring Student Achievement
Items:	94, 57, 96, 146, 73, 140
Factor 1	Collective Bargaining
Items:	81, 166, 49, 27, 92, 101, 169, 132, 144, 172
Factor 13	Personnel Administration
Items:	145, 07, 22, 38
Factor 5	Central Office Coordination
Items:	106, 95, 39, 124, 165, 134, 30, 129, 120, 178, 98, 05
Factor 6	Budgeting
Items:	148, 63, 55, 14, 107
Factor 7	Information Systems and Reporting
Items:	61, 70, 19, 82, 50, 149, 41, 138, 65, 32

Score Key for Job Functions Inventory  
for School Superintendents  
(Continued)

Factor 8	Physical Facilities
Items:	139, 34, 56, 87, 84, 03, 121
Factor 10	Special Programs and Projects
Items:	179, 109, 128, 46, 10, 90, 108, 67

THE REPORTS AND DOCUMENTS OF THE COMMISSIONER  
AS APPOINTED UNDER THE ACT OF 1836  
AND SUBSEQUENT ACTS.

VOLUME 10

APPENDIX F

Cover Letters

LETTERS FROM THE COMMISSIONER TO THE SECRETARY OF THE INTERIOR  
RELATIVE TO THE LANDS BELONGING TO THE UNITED STATES  
AND THE PROCEEDINGS THEREON.

Letter to the Secretary of the Interior, dated August 10, 1846, relative to the lands of the United States, and the proceedings thereon.	1
Letter to the Secretary of the Interior, dated August 10, 1846, relative to the lands of the United States, and the proceedings thereon.	1
Letter to the Secretary of the Interior, dated August 10, 1846, relative to the lands of the United States, and the proceedings thereon.	1
Letter to the Secretary of the Interior, dated August 10, 1846, relative to the lands of the United States, and the proceedings thereon.	1

THE IMPORTANCE AND PERFORMANCE OF SUPERINTENDENTS'  
JOB FUNCTIONS VIEWED BY SCHOOL BOARD MEMBERS  
AND SUPERINTENDENTS

October 22, 1982

In an effort to gain a better understanding regarding the views of board members and superintendents on the importance of superintendents' job functions and on the competency with which the job functions are performed, we are conducting a study among the fifty-five counties in West Virginia.

This study should aid school systems in selecting appropriate candidates for the superintendency. In addition, it should assist the newly assigned and the experienced superintendent in adapting to the unique situation of each system in order that maximum effectiveness may be achieved. If you desire a summary of the results of the survey, there is a place on the questionnaire to indicate such.

A self-addressed stamped envelope is enclosed for your convenience in returning the completed form, which will require approximately fifteen minutes of your time. Your assistance and cooperation is gratefully appreciated, and your responses will be treated in absolute professional confidence. Thank you for your prompt attention.

Sincerely,

Neil L. Gibbins  
Department of Educational Administration  
Marshall University

Richard Meckley  
Coordinator  
Cooperative Doctoral Program

Patricia M. Harrison  
Graduate Assistant  
Department of Educational Administration

MARSHALL UNIVERSITY HUNTINGTON, WEST VIRGINIA 25701

November 12, 1982

Several weeks ago, a form was mailed to you requesting your responses on the importance of superintendents' job functions and the competency with which the job functions are performed. If you returned this form to us, we are grateful of your cooperation. If, however, you have not mailed the form to us, we would appreciate your finding the time to complete the form enclosed in this letter by November 26, 1982.

This study should interest board members and superintendents who are striving to create a better understanding regarding the views of both groups on the dimensions of the superintendency and how well superintendents perform in these areas. If you desire a summary of the results of this survey, there is a place on the questionnaire to indicate this.

A self-addressed envelope is available for your convenience in returning the completed form. Again, we assure you that the responses you offer will be treated in absolute professional confidentiality. No names of persons or systems will be released or will appear in the study. Thank you for helping to make this investigation possible.

Sincerely,

Neil L. Gibbins  
Department of Educational Administration  
Marshall University

Richard Heckley  
Coordinator  
Cooperative Doctoral Program

Patricia M. Harrison  
Graduate Assistant  
Department of Educational Administration



WE NEED YOUR RESPONSE

January 15, 1983

Previously, forms were sent to you requesting information regarding the views of board members and superintendents. Many people have been kind enough to respond. If you were one of them, we thank you.

However, in case you were away or were too busy to complete the form before now, we would appreciate your doing so at this time. In order for our results to be meaningful and helpful to people interested in achieving maximum effectiveness within public school systems, a large number of returns is essential.

Your earliest reply will be appreciated. Enclosed is a self-addressed stamped envelope for the return of the questionnaire.

Thank you very much for your help and cooperation.

Sincerely,

Neil L. Gibbins  
Chairman  
Department of Educational Administration

Richard F. Meckley  
Coordinator  
Cooperative Doctoral Program

Patricia M. Harrison  
Graduate Assistant  
Department of Educational Administration

APPENDIX G

Instrument for Rating Importance and Performance of Superintendents' Job Functions

	Importance	Performance
1. Establishing the vision and mission of the district	5	4
2. Developing and implementing the district budget	5	3
3. Managing the district's personnel	5	3
4. Ensuring the quality of instruction	5	3
5. Maintaining the district's facilities	5	3
6. Managing the district's financial resources	5	3
7. Developing and implementing the district's policies	5	3
8. Managing the district's legal affairs	5	3
9. Developing and implementing the district's strategic plan	5	3
10. Managing the district's public relations	5	3
11. Ensuring the safety and security of the district	5	3
12. Managing the district's information technology	5	3
13. Developing and implementing the district's curriculum	5	3
14. Managing the district's transportation	5	3
15. Ensuring the district's compliance with state and federal laws	5	3

DIRECTIONS

At the end of the statement of each job function of the superintendency, you will find two sets of numbers ranging from one to seven.

Please circle the number in the first set that best describes your opinion regarding the importance of that job function to public school superintendency. Then, circle the number in the second set that describes your opinion regarding the competency with which the superintendent in your school district performs this function.

The closer your circled number is to either end of the numbers, the greater the intensity of your opinion in the direction of high (7) or low (1) concerning the importance or performance of that function.

All information will be used in the form of statistical and logical analysis. No names of individuals or school districts will appear in the study. Complete confidentiality is absolutely assured.

Your response should appear similar to the following:

<u>Importance</u>							<u>Performance</u>									
<u>Low</u>							<u>High</u>			<u>Low</u>			<u>High</u>			
1	2	3	4	5	6	7	1	2	3	4	5	6	7			
1	2	3	4	5	6	7	1	2	3	4	5	6	7			
1	2	3	4	5	6	(7)	1	2	3	4	5	6	7			
1	2	3	4	5	6	7	1	2	3	4	5	6	7			

Confidential Responses Concerning the Importance and the Performance of Superintendents' Job Functions

Function	<u>Importance of Job Function</u>							<u>Performance of Superintendent</u>								
	<u>Low</u>							<u>High</u>			<u>Low</u>				<u>High</u>	
Collective Bargaining	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
Desegregation and race relations	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
Relations with Principals	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
Federal and State Relations	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
Central Office Coordination	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
Budgeting	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
Information Systems and Reporting	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
Physical Facilities	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
Teacher and Staff Evaluation	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
Special Programs and Projects	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
Dealing with Social Problems	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
Community Relations and Support	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
Personnel Administration	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
Parent Relations	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
Collegial Relations	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
Monitoring Student Achievement	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
Dealing with Political Influence	1	2	3	4	5	6	7	1	2	3	4	5	6	7		

If you would care to receive a report on the findings of this study when it has been completed, check the appropriate box.



APPENDIX H

Computer Analysis of Data

MEANS, STANDARD DEVIATIONS, AND OTHER STATISTICS FOR SUPERINTENDENT

17127 WEDNESDAY, FEBRUARY 2, 1983

VARIABLE	Label	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	STD ERROR OF MEAN	SUM
CR1	IMPORTANCE OF COLLECTIVE BARGAINING	49	3.14285714	1.88195163	1.00000000	7.00000000	0.26884758	154.000000
UR1	IMPORTANCE OF DESEGREGATION AND RACE	51	3.72549020	1.95016339	1.00000000	7.00000000	0.27307750	190.000000
RPI	IMPORTANCE OF RELATIONS WITH PRINCIPALS	52	6.50000000	0.87447463	2.00000000	7.00000000	0.12126781	338.000000
FS1	IMPORTANCE OF FEDERAL AND STATE	53	5.26415094	1.25806542	2.00000000	7.00000000	0.17280858	279.000000
CO1	IMPORTANCE OF CENTRAL OFFICE	52	6.17307692	1.21622487	1.00000000	7.00000000	0.16866335	321.000000
BI	IMPORTANCE OF BUDGETING	53	6.45283019	0.99161946	1.00000000	7.00000000	0.13620941	342.000000
ISI	IMPORTANCE OF INFORMATION SYSTEMS	53	5.49056604	1.06526214	2.00000000	7.00000000	0.14907222	291.000000
FF1	IMPORTANCE OF PHYSICAL FACILITIES	53	5.75584906	1.07687124	2.00000000	7.00000000	0.14791964	304.000000
TS1	IMPORTANCE OF TEACHER AND STAFF	53	5.94339623	1.23124537	1.00000000	7.00000000	0.16912456	315.000000
FF1	IMPORTANCE OF SPECIAL PROGRAMS	52	5.11538462	1.19891857	2.00000000	7.00000000	0.16626600	266.000000
SFI	IMPORTANCE OF DEALING WITH SOCIETAL PROB	53	4.84905660	1.30673148	1.00000000	7.00000000	0.17949337	257.000000
CSI	IMPORTANCE OF COMMUNITY RELATIONS	53	6.43396226	0.88815786	2.00000000	7.00000000	0.12199786	341.000000
FA1	IMPORTANCE OF PERSONNEL ADMINISTRATION	53	6.22641509	1.01226155	1.00000000	7.00000000	0.13904482	330.000000
BA1	IMPORTANCE OF BOARD RELATIONS	53	6.67924328	0.91512052	1.00000000	7.00000000	0.12570147	354.000000
CR1	IMPORTANCE OF COLLEGIAT RELATIONS	52	4.86538462	1.25290010	2.00000000	7.00000000	0.17374598	253.000000
SA1	IMPORTANCE OF MONITORING STUDENT ACH	53	5.52830189	1.50132984	1.00000000	7.00000000	0.20622351	293.000000
PI1	IMPORTANCE OF DEALING WITH POLITICS	53	5.22641509	1.47598089	1.00000000	7.00000000	0.20274157	277.000000
CRP	PERFORMANCE OF COLLECTIVE BARGAINING	47	3.68085106	1.91227594	1.00000000	7.00000000	0.37893411	173.000000
BRP	PERFORMANCE OF DESEGREGATION AND RACE	49	4.22448980	1.81733901	1.00000000	7.00000000	0.25961986	207.000000
RPP	PERFORMANCE OF RELATIONS WITH PRINCIP	52	6.17307692	0.78518522	4.00000000	7.00000000	0.10888560	321.000000
FSP	PERFORMANCE OF FEDERAL AND STATE	52	5.30769231	1.27630689	1.00000000	7.00000000	0.17699192	276.000000
COF	PERFORMANCE OF CENTRAL OFFICE	51	6.00000000	1.16619038	3.00000000	7.00000000	0.16329932	306.000000
BP	PERFORMANCE OF BUDGETING	52	6.26923077	1.08673616	1.00000000	7.00000000	0.15070319	326.000000
ISP	PERFORMANCE OF INFORMATION SYSTEMS	52	5.26923077	1.08673616	4.00000000	7.00000000	0.15070319	274.000000
PEF	PERFORMANCE OF PHYSICAL FACILITIES	52	5.88461538	1.16575056	1.00000000	7.00000000	0.16166052	306.000000
TSP	PERFORMANCE OF TEACHER AND STAFF	52	5.50000000	1.12894190	2.00000000	7.00000000	0.15655607	286.000000
PEP	PERFORMANCE OF SPECIAL PROGRAMS	52	5.13461538	1.01031632	3.00000000	7.00000000	0.14010567	267.000000
SFP	PERFORMANCE OF DEALING WITH SOCIETAL P	51	4.92158865	1.33930037	2.00000000	7.00000000	0.18753956	251.000000
CSP	PERFORMANCE OF COMMUNITY RELATIONS	51	6.09803922	0.96446673	2.00000000	7.00000000	0.15505236	311.000000
FAP	PERFORMANCE OF PERSONNEL ADMINISTRATION	52	5.86538462	0.97072534	2.00000000	7.00000000	0.13461538	305.000000
BRP	PERFORMANCE OF BOARD RELATIONS	52	6.23076923	0.94174191	2.00000000	7.00000000	0.13059611	324.000000
CRF	PERFORMANCE OF COLLEGIAT RELATIONS	51	5.05882353	1.28703947	1.00000000	7.00000000	0.18022157	258.000000
SAF	PERFORMANCE OF MONITORING STUDENT ACH	52	5.40384615	1.31744874	1.00000000	7.00000000	0.18269727	281.000000
PIF	PERFORMANCE OF DEALING WITH POLITICS	52	5.38461538	1.25485483	2.00000000	7.00000000	0.17401705	280.000000

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	STD ERROR OF MEAN	SUM
CBI	INFLUENCE OF COLLECTIVE BARGAINING	143	4.06993007	2.18074270	1.00000000	7.00000000	0.18236287	582.00000
DRI	INFLUENCE OF DESEGREGATION AND RACE	150	4.27333333	2.11068444	1.00000000	7.00000000	0.17233666	641.00000
RPI	INFLUENCE OF RELATIONS WITH PRINCIPALS	158	6.25949367	0.87713188	2.00000000	7.00000000	0.07137198	989.00000
FSI	INFLUENCE OF FEDERAL AND STATE	158	5.65822785	1.13301442	1.00000000	7.00000000	0.09013779	894.00000
COI	INFLUENCE OF CENTRAL OFFICE	160	6.05625000	1.16687442	1.00000000	7.00000000	0.09224952	969.00000
BI	INFLUENCE OF BUDGETING	160	6.36875000	0.94251020	2.00000000	7.00000000	0.07451197	1019.00000
ISI	INFLUENCE OF INFORMATION SYSTEMS	159	5.64150943	1.18151918	1.00000000	7.00000000	0.09370057	897.00000
FFI	INFLUENCE OF PHYSICAL FACILITIES	160	5.54375000	1.09226483	2.00000000	7.00000000	0.08635112	887.00000
TSI	INFLUENCE OF TEACHER AND STAFF	155	6.095161290	1.11537978	1.00000000	7.00000000	0.08958946	938.00000
FFI	INFLUENCE OF SPECIAL PROGRAMS	156	4.974335897	1.22843001	1.00000000	7.00000000	0.09835231	776.00000
SPI	INFLUENCE OF DEALING WITH SOCIETAL PROB	156	5.03205128	1.36035988	2.00000000	7.00000000	0.10891596	785.00000
CSI	INFLUENCE OF COMMUNITY RELATIONS	159	6.23899371	1.14883751	1.00000000	7.00000000	0.09031569	992.00000
PAI	INFLUENCE OF PERSONNEL ADMINISTRATION	157	6.05184713	0.97019944	3.00000000	7.00000000	0.07743034	947.00000
BRI	INFLUENCE OF BOARD RELATIONS	158	6.24050833	0.79221111	1.00000000	7.00000000	0.08585822	986.00000
CRI	INFLUENCE OF COLLEGE RELATIONS	152	4.86184211	1.47405528	1.00000000	7.00000000	0.11956167	739.00000
SRI	INFLUENCE OF MONITORING STUDENT ACH	158	5.82911392	1.14097421	2.00000000	7.00000000	0.09077103	921.00000
FII	INFLUENCE OF DEALING WITH POLITICS	160	4.70000000	1.75119007	1.00000000	7.00000000	0.13844373	752.00000
CBP	PERFORMANCE OF COLLECTIVE BARGAINING	134	4.36567164	2.07878609	1.00000000	7.00000000	0.17932061	585.00000
IRP	PERFORMANCE OF DESEGREGATION AND RACE	142	4.87523944	1.76594722	1.00000000	7.00000000	0.14819500	692.00000
RFP	PERFORMANCE OF RELATIONS WITH PRINCI	157	5.40764331	1.61703834	1.00000000	7.00000000	0.12905371	849.00000
FSF	PERFORMANCE OF FEDERAL AND STATE	154	5.66233766	1.37304004	1.00000000	7.00000000	0.11064272	872.00000
COF	PERFORMANCE OF CENTRAL OFFICE	157	5.46496815	1.60738944	1.00000000	7.00000000	0.12828364	858.00000
BP	PERFORMANCE OF BUDGETING	156	5.71153846	1.53826959	1.00000000	7.00000000	0.12235949	891.00000
ISP	PERFORMANCE OF INFORMATION SYSTEMS	156	5.16666667	1.50197003	1.00000000	7.00000000	0.12025384	806.00000
FFP	PERFORMANCE OF PHYSICAL FACILITIES	154	5.35714286	1.23499396	1.00000000	7.00000000	0.09951865	825.00000
TSP	PERFORMANCE OF TEACHER AND STAFF	151	4.84768212	1.52669883	1.00000000	7.00000000	0.12668235	732.00000
SFP	PERFORMANCE OF SPECIAL PROGRAMS	152	4.94736842	1.38482539	1.00000000	7.00000000	0.11132417	752.00000
CSP	PERFORMANCE OF DEALING WITH SOCIETAL P	153	4.66666667	1.57769571	1.00000000	7.00000000	0.12916604	714.00000
FAP	PERFORMANCE OF COMMUNITY RELATIONS	156	5.11279487	1.79009082	1.00000000	7.00000000	0.14332197	799.00000
BRP	PERFORMANCE OF PERSONNEL ADMINISTRATION	152	5.11184211	1.63386894	1.00000000	7.00000000	0.13252427	777.00000
CRP	PERFORMANCE OF BOARD RELATIONS	154	5.57142857	1.69821885	1.00000000	7.00000000	0.13959397	858.00000
SAP	PERFORMANCE OF COLLEGE RELATIONS	149	4.92617430	1.64613541	1.00000000	7.00000000	0.11027971	734.00000
IFP	PERFORMANCE OF MONITORING STUDENT ACH	153	5.11111111	1.49365128	1.00000000	7.00000000	0.12075455	782.00000
FIF	PERFORMANCE OF DEALING WITH POLITICS	156	4.74358974	1.74086295	1.00000000	7.00000000	0.13938038	740.00000

VARIABLE LABEL

VARIABLE LABEL	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	STD ERROR OF MEAN	SUM
CB1	195	3.85128205	2.15947586	1.00000000	7.00000000	0.15464328	751.00000
DB1	204	4.1325294	2.08610990	1.00000000	7.00000000	0.14605691	843.00000
FB1	214	6.32242991	0.89009241	2.00000000	7.00000000	0.06084546	1353.00000
FS1	215	5.54883721	1.17854101	1.00000000	7.00000000	0.08037583	1193.00000
CO1	216	6.09722222	1.17128162	1.00000000	7.00000000	0.07969558	1317.00000
RI	217	6.40092166	0.94799939	1.00000000	7.00000000	0.06435439	1387.00000
ISI	215	5.60465116	1.15886536	1.00000000	7.00000000	0.07903396	1205.00000
FF1	217	5.59907834	1.09316017	2.00000000	7.00000000	0.07420855	1215.00000
TS1	212	6.02830189	1.13919858	1.00000000	7.00000000	0.07824038	1278.00000
FP1	212	5.01415094	1.22175685	1.00000000	7.00000000	0.08391060	1063.00000
SF1	213	4.98591549	1.34402547	1.00000000	7.00000000	0.09209111	1062.00000
CS1	216	6.29629630	1.07624895	1.00000000	7.00000000	0.07322947	1360.00000
FA1	214	6.09345794	0.97895902	1.00000000	7.00000000	0.06692026	1304.00000
BR1	215	6.35813953	1.04886665	1.00000000	7.00000000	0.07153170	1367.00000
CR1	208	4.86057692	1.42942969	1.00000000	7.00000000	0.09911312	1011.00000
SO1	214	5.74766355	1.24541192	1.00000000	7.00000000	0.08513461	1230.00000
PI1	217	4.86175115	1.69947232	1.00000000	7.00000000	0.11536770	1055.00000
CRP	183	4.20765027	2.05168021	1.00000000	7.00000000	0.15166457	770.00000
IKP	194	4.70618557	1.79557974	1.00000000	7.00000000	0.12891511	913.00000
APP	213	5.59624413	1.48463355	1.00000000	7.00000000	0.10172541	1192.00000
FSP	210	5.57142857	1.35799700	1.00000000	7.00000000	0.09371070	1170.00000
COB	212	5.60377358	1.51566384	1.00000000	7.00000000	0.10409622	1180.00000
RP	212	5.84905660	1.45251834	1.00000000	7.00000000	0.09975937	1240.00000
ISP	211	5.19431280	1.40582661	1.00000000	7.00000000	0.09678110	1098.00000
FPF	210	5.47619048	1.24581779	1.00000000	7.00000000	0.08598960	1150.00000
SFP	207	5.00463092	1.48617442	1.00000000	7.00000000	0.10329626	1036.00000
CSF	208	5.00000000	1.30631583	1.00000000	7.00000000	0.09016068	1040.00000
CFP	208	4.74519231	1.54090063	1.00000000	7.00000000	0.10684219	987.00000
FAP	211	5.37440758	1.67249714	1.00000000	7.00000000	0.11513945	1134.00000
BAP	208	5.31730769	1.52445079	1.00000000	7.00000000	0.10570164	1108.00000
CRF	210	5.73809524	1.49735830	1.00000000	7.00000000	0.10332735	1205.00000
CAF	204	4.96568627	1.32568377	1.00000000	7.00000000	0.09281643	1013.00000
SAP	208	5.18267231	1.45306222	1.00000000	7.00000000	0.10075174	1078.00000
FIP	212	4.90566038	1.64951983	1.00000000	7.00000000	0.11328949	1040.00000

## S T A T I S T I C A L   A N A L Y S I S   S Y S T E M

11:10 THURSDAY, FEBRUARY 3, 1983

NOTE: THE JOB PATDIS HAS BEEN RUN UNDER RELEASE 79.6 OF SAS AT WUNET (00700).

NOTE: SAS OPTIONS SPECIFIED ARE:  
SORT=4

1	DATA PATRICIA;
2	INPUT
3	ID 1-3
4	ROLE 4
5	COUNT; 5-6
6	CBI 7
7	DRI 8
8	RPI 9
9	FSI 10
10	COI 11
11	BI 12
12	ISI 13
13	PFI 14
14	TSI 15
15	FFI 16
16	SFI 17
17	CSI 18
18	FHI 19
19	BRI 20
20	LRI 21
21	SRI 22
22	FII 23
23	CRF 24
24	URF 25
25	KRF 26
26	FSF 27
27	CUF 28
28	RF 29
29	ISF 30
30	FFF 31
31	TSF 32
32	FFF 33
33	SFF 34
34	CSF 35
35	FUF 36
36	BRF 37
37	URF 38
38	SUF 39
39	FLF 40;



```
40 IF ROLE<1 OR ROLE>2 THEN ROLE=.,
41 IF CBI<1 OR CBI>7 THEN CBI=.,
42 IF DRI<1 OR DRI>7 THEN DRI=.,
43 IF RPI<1 OR RPI>7 THEN RPI=.,
44 IF FSI<1 OR FSI>7 THEN FSI=.,
45 IF COI<1 OR COI>7 THEN COI=.,
46 IF BI<1 OR BI>7 THEN BI=.,
47 IF ISI<1 OR ISI>7 THEN ISI=.,
48 IF PFI<1 OR PFI>7 THEN PFI=.,
49 IF TSI<1 OR TSI>7 THEN TSI=.,
50 IF PPI<1 OR PPI>7 THEN PPI=.,
51 IF SPI<1 OR SPI>7 THEN SPI=.,
```

```
52 IF CSI<1 OR CSI>7 THEN CSI=.,
53 IF PHI<1 OR PHI>7 THEN PHI=.,
54 IF BRI<1 OR BRI>7 THEN BRI=.,
55 IF CRI<1 OR CRI>7 THEN CRI=.,
56 IF SHI<1 OR SHI>7 THEN SHI=.,
57 IF PII<1 OR PII>7 THEN PII=.,
58 IF CBI<1 OR CBI>7 THEN CBI=.,
59 IF DRP<1 OR DRP>7 THEN DRP=.,
60 IF RPP<1 OR RPP>7 THEN RPP=.,
61 IF FSP<1 OR FSP>7 THEN FSP=.,
62 IF COP<1 OR COP>7 THEN COP=.,
63 IF BP<1 OR BP>7 THEN BP=.,
64 IF ISP<1 OR ISP>7 THEN ISP=.,
65 IF PFP<1 OR PFP>7 THEN PFP=.,
66 IF TSP<1 OR TSP>7 THEN TSP=.,
67 IF PPF<1 OR PPF>7 THEN PPF=.,
68 IF SPP<1 OR SPP>7 THEN SPP=.,
69 IF CSP<1 OR CSP>7 THEN CSP=.,
70 IF PAP<1 OR PAP>7 THEN PAP=.,
71 IF BRP<1 OR BRP>7 THEN BRP=.,
```

## S T A T I S T I C A L   A N A L Y S I S   S Y S T E M

11:10 THURSDAY, FEBRUARY 3, 1983

```

72 IF CRP<1 OR CRP>7 THEN CRP=.;
73 IF SAP<1 OR SAP>7 THEN SAP=.;
74 IF PIP<1 OR PIP>7 THEN PIP=.;
75 LABEL ROLE=SUPERINTENDENT OR BOARDMEMBER;
76 LABEL COUNTY=WEST VIRGINIA COUNTY;
77 LABEL CBI=IMPORTANCE OF COLLECTIVE BARGAINING;
78 LABEL DRI=IMPORTANCE OF DESEGREGATION AND RACE;
79 LABEL RFI=IMPORTANCE OF RELATIONS WITH PRINCIPALS;
80 LABEL FSI=IMPORTANCE OF FEDERAL AND STATE;
81 LABEL COI=IMPORTANCE OF CENTRAL OFFICE;
82 LABEL BI=IMPORTANCE OF BUDGETING;
83 LABEL ISI=IMPORTANCE OF INFORMATION SYSTEMS;
84 LABEL PFI=IMPORTANCE OF PHYSICAL FACILITIES;
85 LABEL TSI=IMPORTANCE OF TEACHER AND STAFF;
86 LABEL SFI=IMPORTANCE OF SPECIAL PROGRAMS;
87 LABEL SPI=IMPORTANCE OF DEALING WITH SOCIETAL PROB;
88 LABEL CSI=IMPORTANCE OF COMMUNITY RELATIONS;
89 LABEL PAI=IMPORTANCE OF PERSONNEL ADMINISTRATION;
90 LABEL BRI=IMPORTANCE OF BOARD RELATIONS;
91 LABEL CRI=IMPORTANCE OF COLLEGIAL RELATIONS;
92 LABEL SAI=IMPORTANCE OF MONITORING STUDENT ACH;
93 LABEL FII=IMPORTANCE OF DEALING WITH POLITICS;
94 LABEL CRF=PERFORMANCE OF COLLECTIVE BARGAINING;
95 LABEL DRF=PERFORMANCE OF DESEGREGATION AND RACE;
96 LABEL RPF=PERFORMANCE OF RELATIONS WITH PRINCI;
97 LABEL FSF=PERFORMANCE OF FEDERAL AND STATE;
98 LABEL COF=PERFORMANCE OF CENTRAL OFFICE;
99 LABEL BF=PERFORMANCE OF BUDGETING;
100 LABEL ISF=PERFORMANCE OF INFORMATIONS SYSTEMS;
101 LABEL PPF=PERFORMANCE OF PHYSICAL FACILITIES;
102 LABEL TSF=PERFORMANCE OF TEACHER AND STAFF;
103 LABEL PFF=PERFORMANCE OF SPECIAL PROGRAMS;
104 LABEL SFF=PERFORMANCE OF DEALING WITH SOCIETAL P;
105 LABEL CSF=PERFORMANCE OF COMMUNITY RELATIONS;
106 LABEL PAF=PERFORMANCE OF PERSONNEL ADMINISTRATION;
107 LABEL BRF=PERFORMANCE OF BOARD RELATIONS;
108 LABEL CRF=PERFORMANCE OF COLLEGIAL RELATIONS;
109 LABEL SAF=PERFORMANCE OF MONITORING STUDENT ACH;
110 LABEL FIF=PERFORMANCE OF DEALING WITH POLITICS;
111 CHRBY;

```

NOTE: DATA SET WORK.PATRICH HAS 227 OBSERVATIONS AND 37 VARIABLES. 83 OBS/IRK.  
NOTE: THE DATA STATEMENT USED 0.53 SECONDS AND 192K.

```
339 PROC GLM;  
340 CLASSES ROLE;  
341 MODEL CBF=ROLE CBI;  
342 LSMEANS ROLE/STDERR PDIFF;  
343 TITLE COVARIATE ANALYSIS OF COLLECTIVE BARGAINING;
```

NOTE: THE PROCEDURE GLM USED 0.34 SECONDS AND 250K AND PRINTED PAGES 1 TO 3.

```
344 PROC GLM;  
345 CLASSES ROLE;  
346 MODEL DRP=ROLE DRI;  
347 LSMEANS ROLE/STDERR PDIFF;  
348 TITLE COVARIATE ANALYSIS OF DESEGREGATION AND RACE RELATIONS;
```

NOTE: THE PROCEDURE GLM USED 0.34 SECONDS AND 250K AND PRINTED PAGES 4 TO 6.

```
349 PROC GLM;  
350 CLASSES ROLE;  
351 MODEL RPF=ROLE RPI;  
352 LSMEANS ROLE/STDERR PDIFF;  
353 TITLE COVARIATE ANALYSIS OF RELATIONS WITH PRINCIPALS;
```

NOTE: THE PROCEDURE GLM USED 0.34 SECONDS AND 250K AND PRINTED PAGES 7 TO 9.

```
354 PROC GLM;  
355 CLASSES ROLE;  
356 MODEL FSP=ROLE FSI;  
357 LSMEANS ROLE/STDERR PDIFF;  
358 TITLE COVARIATE ANALYSIS OF FEDERAL AND STATE RELATIONS;
```

NOTE: THE PROCEDURE GLM USED 0.34 SECONDS AND 250K AND PRINTED PAGES 10 TO 12.

```
359 PROC GLM;  
360 CLASSES ROLE;
```

## STATISTICAL ANALYSIS SYSTEM

1117 THURSDAY, FEBRUARY 24, 1988

```

361      MODEL COP=ROLE COI;
362      LSMEANS ROLE/STDERR PDIFF;
363      TITLE COVARIATE ANALYSIS OF CENTRAL OFFICE COORDINATION;

```

NOTE: THE PROCEDURE GLM USED 0.34 SECONDS AND 250K AND PRINTED PAGES 13 TO 15.

```

364      PROC GLM;
365      CLASSES ROLE;
366      MODEL BP=ROLE BI;
367      LSMEANS ROLE/STDERR PDIFF;
368      TITLE COVARIATE ANALYSIS OF BUDGETING;

```

NOTE: THE PROCEDURE GLM USED 0.34 SECONDS AND 250K AND PRINTED PAGES 16 TO 18.

```

369      PROC GLM;
370      CLASSES ROLE;
371      MODEL ISP=ROLE ISI;
372      LSMEANS ROLE/STDERR PDIFF;
373      TITLE COVARIATE ANALYSIS OF INFORMATION SYSTEMS AND REPORTING;

```

NOTE: THE PROCEDURE GLM USED 0.34 SECONDS AND 250K AND PRINTED PAGES 19 TO 21.

```

374      PROC GLM;
375      CLASSES ROLE;
376      MODEL FPF=ROLE PFI;
377      LSMEANS ROLE/STDERR PDIFF;
378      TITLE COVARIATE ANALYSIS OF PHYSICAL FACILITIES;

```

NOTE: THE PROCEDURE GLM USED 0.34 SECONDS AND 250K AND PRINTED PAGES 22 TO 24.

```

379      PROC GLM;
380      CLASSES ROLE;
381      MODEL TSP=ROLE TSI;
382      LSMEANS ROLE/STDERR PDIFF;
383      TITLE COVARIATE ANALYSIS OF TEACHER AND STAFF RELATIONS;

```

NOTE: THE PROCEDURE GLM USED 0.34 SECONDS AND 250K AND PRINTED PAGES 25 TO 27.

```

384      PROC GLM;
385      CLASSES ROLE;
386      MODEL FPP=ROLE PPI;
387      LSMEANS ROLE/STDERR PDIFF;
388      TITLE COVARIATE ANALYSIS OF SPECIAL PROGRAMS AND PROJECTS;

```

NOTE: THE PROCEDURE GLM USED 0.34 SECONDS AND 250K AND PRINTED PAGES 28 TO 30.

```

389      PROC GLM;
390      CLASSES ROLE;

```

```

391      MODEL SPP=ROLE SPI;
392      LSMEANS ROLE/STDERR PDIFF;
393      TITLE COVARIATE ANALYSIS OF DEALING WITH SOCIETAL PROBLEMS;

```

NOTE. THE PROCEDURE GLM USED 0.34 SECONDS AND 250K AND PRINTED PAGES 31 TO 33.

```

394      PROC GLM;
395      CLASSES ROLE;
396      MODEL CSP=ROLE CSI;
397      LSMEANS ROLE/STDERR PDIFF;

```

```

398      TITLE COVARIATE ANALYSIS OF COMMUNITY RELATIONS AND SUPPORT;

```

NOTE. THE PROCEDURE GLM USED 0.34 SECONDS AND 250K AND PRINTED PAGES 34 TO 36.

```

399      PROC GLM;
400      CLASSES ROLE;
401      MODEL PAP=ROLE PAI;
402      LSMEANS ROLE/STDERR PDIFF;
403      TITLE COVARIATE ANALYSIS OF PERSONNEL ADMINISTRATION;

```

NOTE. THE PROCEDURE GLM USED 0.34 SECONDS AND 250K AND PRINTED PAGES 37 TO 39.

```

404      PROC GLM;
405      CLASSES ROLE;
406      MODEL BRP=ROLE BRI;
407      LSMEANS ROLE/STDERR PDIFF;
408      TITLE COVARIATE ANALYSIS OF BOARD RELATIONS;

```

NOTE. THE PROCEDURE GLM USED 0.34 SECONDS AND 250K AND PRINTED PAGES 40 TO 42.

## S T A T I S T I C A L   A N A L Y S I S   S Y S T E M

11:10 THURSDAY, FEBRUARY 3, 1983

```
409      PROC GLM;
410          CLASSES ROLE;
411          MODEL CRP=ROLE CRI;
412          LSMEANS ROLE/STDERR PDIFF;
413          TITLE COVARIATE ANALYSIS OF COLLEGIAL RELATIONS;
```

NOTE: THE PROCEDURE GLM USED 0.34 SECONDS AND 250K AND PRINTED PAGES 43 TO 45.

```
414      PROC GLM;
415          CLASSES ROLE;
```

```
416          MODEL SAF=ROLE SAI;
417          LSMEANS ROLE/STDERR PDIFF;
418          TITLE COVARIATE ANALYSIS OF MONITORING STUDENT ACHIEVEMENT;
```

NOTE: THE PROCEDURE GLM USED 0.35 SECONDS AND 250K AND PRINTED PAGES 46 TO 48.

```
419      PROC GLM;
420          CLASSES ROLE;
421          MODEL PIP=ROLE PII;
422          LSMEANS ROLE/STDERR PDIFF;
423          TITLE COVARIATE ANALYSIS OF DEALING WITH POLITICAL INFLUENCE;
```

NOTE: THE PROCEDURE GLM USED 0.35 SECONDS AND 250K AND PRINTED PAGES 49 TO 51.

NOTE: SAS USED 250K MEMORY.

NOTE: SAS INSTITUTE INC.  
SAS CIRCLE  
BOX 8000  
CARY, N.C. 27511-8000

LOWRYANITE ANALYSIS OF COLLECTIVE BARGAINING

GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: CBP	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE
MODEL	2	100.95020915	80.47510458	24.01
ERROR	178	596.66299052	3.35203927	
CORRECTED TOTAL	180	757.61325967		

SOURCE	DF	TYPE I SS	F VALUE	PR > F	DF
ROLE	1	16.31840416	4.87	0.0280	1
CBP	1	144.63186499	43.15	0.0001	1

THURSDAY, FEBRUARY 3, 1983 2

PR > F	R-SQUARE	C.V.
0.0001	0.212444	43.7184
STU DEV	CBP MEAN	
1.83065752	4.18784530	

TYPE IV SS	F VALUE	PR > F
3.74754616	1.12	0.2918
144.63186499	43.15	0.0001

GENERAL LINEAR MODELS PROCEDURE

LEAST SQUARES MEANS

ROLE	CBF LSMEAN	STD ERR LSMEAN	PROB > ITI HO:LSMEAN=0	PROB > ITI H0: LSMEAN1=LSMEAN2
1	3.94129330	0.26998526	0.0001	0.2918
2	4.27432250	0.15877222	0.0001	

GENERAL LINEAR MODELS PROCEDURE

CLASS LEVEL INFORMATION

CLASS	LEVELS	VALUES
ROLE	2	1 2

NUMBER OF OBSERVATIONS IN DATA SET = 227

NOTE: ALL DEPENDENT VARIABLES ARE CONSISTENT WITH RESPECT TO THE PRESENCE OR ABSENCE OF MISSING VALUES. HOWEVER, ONLY 190 OBSERVATIONS IN DATA SET CAN BE USED IN THIS ANALYSIS.



COVARIATE ANALYSIS OF DESEGREGATION AND RACE RELATIONS

GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: DRP PERFORMANCE OF DESEGREGATION AND RACE

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE
MODEL	2	170.58724120	85.19362060	36.19
ERROR	187	440.26539038	2.35436038	
CORRECTED TOTAL	189	610.65263158		

SOURCE	DF	TYPE I SS	F VALUE	PR > F	DF
ROLE	1	15.93762217	6.77	0.0100	1
DR1	1	154.44961903	65.60	0.0001	1

COVARIATE ANALYSIS OF DESEGREGATION AND RACE RELATIONS

R-SQUARE 0.279025  
C.V. 32.5673

GENERAL LINEAR MODELS PROCEDURE

LEAST SQUARES MEANS

ROLE	DRP LSMEAN	STD ERR LSMEAN	PROB >  T	HO1 LSHEMN1=LSHEMN2	PROB >  T  HO1 LSHEMN1=LSHEMN2	TYPE IV SS	F VALUE	PR > F
1	4.39860318	0.22025051	0.0001	0.0768	0.55793429	2.79	2.79	0.0968
2	4.82601733	0.12943493	0.0001		154.44961903	65.60	65.60	0.0001

STD DEV 1.53439251  
DRP MEAN 4.71578947

COVARIATE ANALYSIS OF RELATIONS WITH PRINCIPALS

GENERAL LINEAR MODELS PROCEDURE

CLASS LEVEL INFORMATION

CLASS	LEVELS	VALUES
ROLE	2	1 2

NUMBER OF OBSERVATIONS IN DATA SET = 227

NOTE: ALL DEPENDENT VARIABLES ARE CONSISTENT WITH RESPECT TO THE PRESENCE OR ABSENCE OF MISSING VALUES.  
HOWEVER, ONLY 207 OBSERVATIONS IN DATA SET CAN BE USED IN THIS ANALYSIS.

COVARIANCE ANALYSIS OF RELATIONS WITH PRINCIPALS  
 GENERAL LINEAR MODELS PROCEDURE

REFERENT VARIABLE: RPF	PERFORMANCE OF RELATIONS WITH PRINCI	MEAN SQUARE	F VALUE
SOURCE	SUM OF SQUARES		
MODEL	50.59370394	25.29685197	13.31
ERROR	387.76376398	1.90080286	
CORRECTED TOTAL	438.35746792		

SOURCE	DF	TYPE I SS	F VALUE	PR > F	DF
MODEL	1	20.63130926	10.85	0.0012	1
RPI	1	29.96239468	15.76	0.0001	1

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PR > F	R-SQUARE	C.V.
0.0001	0.115417	24.4970
STD DEV	RPF MEAN	
1.37869607	5.62801932	

TYPE IV SS	F VALUE	PR > F
14.83777037	7.81	0.0057
29.96239468	15.76	0.0001

GENERAL LINEAR MODELS PROCEDURE

LEAST SQUARES MEANS

ROLE	RFF LSMEAN	STD ERR LSMEAN	PROB > ITI H0:LSMEAN=0	PROB > ITI H0: LSMEAN1=LSMEAN2
1	6.09362414	0.19223522	0.0001	0.0057
2	5.47181642	0.11094286	0.0001	

GENERAL LINEAR MODELS PROCEDURE

CLASS LEVEL INFORMATION

CLASS	LEVELS	VALUES
ROLE	2	1 2

NUMBER OF OBSERVATIONS IN DATA SET = 227

NOTE: ALL DEPENDENT VARIABLES ARE CONSISTENT WITH RESPECT TO THE PRESENCE OR ABSENCE OF MISSING VALUES. HOWEVER, ONLY 205 OBSERVATIONS IN DATA SET CAN BE USED IN THIS ANALYSIS.

COVARIATE ANALYSIS OF FEDERAL AND STATE RELATIONS

GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: FSP

PERFORMANCE OF FEDERAL AND STATE

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE
MODEL	2	96.56460639	48.28230320	35.11
ERROR	202	277.79636922	1.375222955	
CORRECTED Total	204	374.36107561		

SOURCE	DF	TYPE I SS	F VALUE	PR > F	DF
ROLE	1	4.04352900	3.38	0.0670	1
F51	1	91.92107673	66.84	0.0001	1

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FR > F	R-SQUARE	C.V.
0.0001	0.257945	21.0696
STD DEV		FSP MEAN
1.17270182		5.56585366

TYPE IV SS	F VALUE	PR > F
0.44129471	0.32	0.5717
91.92107673	66.84	0.0001

GENERAL LINEAR MODELS PROCEDURE

LEAST SQUARES MEANS

ROLE	FSF LSMEAN	STD ERR LSMEAN	PROB > ITI HO:LSMEAN=0	PROB > ITI HO: LSMEAN=LSMEAN2
1	5.48532257	0.16906943	0.0001	0.5717
2	5.59322370	0.09509446	0.0001	

GENERAL LINEAR MODELS PROCEDURE

CLASS LEVEL INFORMATION

CLASS	LEVELS	VALUES
ROLE	2	1 2

NUMBER OF OBSERVATIONS IN DATA SET = 227

NOTE: ALL DEFERRED VARIABLES ARE CONSISTENT WITH RESPECT TO THE PRESENCE OR ABSENCE OF MISSING VALUES. HOWEVER, ONLY 208 OBSERVATIONS IN DATA SET CAN BE USED IN THIS ANALYSIS.

COVARIATE ANALYSIS OF CENTRAL OFFICE COORDINATION

GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: CUP PERFORMANCE OF CENTRAL OFFICE

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE
MODEL	2	40.73865754	20.36932877	9.46
ERROR	205	441.33826554	2.15286959	
CORRECTED TOTAL	207	482.07692308		

SOURCE	DF	TYPE I SS	F VALUE	PR > F	DF
ROLE	1	11.01959824	5.12	0.0247	1
COI	1	29.71905930	13.80	0.0003	1

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FR > F	R-SQUARE	C.V.
0.0001	0.084507	20.2192
STD DEV	CUP MEAN	
1.46726602	5.59615305	

TYPE IV SS	F VALUE	PR > F
9.57137412	4.45	0.0362
29.71905930	13.80	0.0003

GENERAL LINEAR MODELS PROCEDURE

LEAST SQUARES MEANS

ROLE	COP LSMEAN	STD ERK LSMEAN	PROB > ITI HO:LSMEAN=0	PROB > ITI LSMEAN1=LSMEAN2	H0: 0.0362
1	5.97284376	0.20558831	0.0001		
2	5.47378961	0.11712464	0.0001		

GENERAL LINEAR MODELS PROCEDURE

CLASS LEVEL INFORMATION

CLASS	LEVELS	VALUES
ROLE	2	1 2

NUMBER OF OBSERVATIONS IN DATA SET = 227

NOTE: ALL DEPENDENT VARIABLES ARE CONSISTENT WITH RESPECT TO THE PRESENCE OR ABSENCE OF MISSING VALUES, HOWEVER, ONLY 208 OBSERVATIONS IN DATA SET CAN BE USED IN THIS ANALYSIS.



COVARIATE ANALYSIS OF BUDGETING  
 GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: BF

PERFORMANCE OF BUDGETING

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE
MODEL	4	90.37620822	45.18810411	26.93
ERROR	205	344.00359948	1.67806634	
CORRECTED Total	207	434.37980769		

SOURCE	DF	TYPE I SS	F VALUE	PR > F	DF
MODEL	1	12.12980769	7.23	0.0078	1
BF	1	78.24640052	46.63	0.0001	1

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PR > F	R-SQUARE	C.V.
0.0001	0.208058	22.1400
STD DEV	BP MEAN	
1.29540200	5.85096154	

TYPE IV SS	F VALUE	PR > F
10.07046529	6.00	0.0151
78.24640052	46.63	0.0001

COVARIATE ANALYSIS OF BUDGETING

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GENERAL LINEAR MODELS PROCEDURE

LEAST SQUARES MEANS

RULE	BF	STD ERR	PROB > ITI	PROB > ITI	HO:
	LSMEAN	LSMEAN	HO:LSMEAN=0	LSMEAN=0	LSMEAN1=LSMEAN2
1	8.25230467	0.17972131	0.0001	0.0001	0.0151
2	5.72284716	0.10375083	0.0001	0.0001	

COVARIATE ANALYSIS OF INFORMATION SYSTEMS AND REPORTING

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GENERAL LINEAR MODELS PROCEDURE

CLASS LEVEL INFORMATION

CLASS	LEVELS	VALUES
ROLE	2	1 2

NUMBER OF OBSERVATIONS IN DATA SET = 227

NOTE: ALL DEPENDENT VARIABLES ARE CONSISTENT WITH RESPECT TO THE PRESENCE OR ABSENCE OF MISSING VALUES. HOWEVER, ONLY 208 OBSERVATIONS IN DATA SET CAN BE USED IN THIS ANALYSIS.

COVARIATE ANALYSIS OF INFORMATION SYSTEMS AND REPORTING

GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: ISF	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE
SOURCE				
MODEL	2	23.71651934	11.85825967	6.29
ERROR	205	386.59117297	1.88581060	
CORRECTED TOTAL	207	410.30769231		

SOURCE	DF	TYPE III SS	F VALUE	PR > F	DF
ROLE	1	0.41025641	0.22	0.6314	1
ISI	1	23.30626293	12.36	0.0005	1

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FR > F	R-SQUARE	C.V.
0.0022	0.057802	26.4477
STD DEV		ISP MEAN
1.37324819		5.19330769

TYPE IV SS	F VALUE	PR > F
0.80061316	0.42	0.5154
23.30626293	12.36	0.0005

GENERAL LINEAR MODELS PROCEDURE

LEAST SQUARES RESULTS

RULE	ISP LSMEAN	STD ERR LSMEAN	PROP > ITT HO:LSMEAN=0	FROM > ITT LSMEAN1=LSMEAN2	HO: LSMEAN1=LSMEAN2
1	5.27771898	0.19063520	0.0001	0.5154	
2	5.15643810	0.10778034	0.0001		

GENERAL LINEAR MODELS PROCEDURE

CLASS LEVEL INFORMATION

CLASS	LEVELS	VALUES
ROLE	2	1 2

NUMBER OF OBSERVATIONS IN DATA SET = 227

NOTE. ALL DEPENDENT VARIABLES ARE CONSISTENT WITH RESPECT TO THE PRESENCE OR ABSENCE OF MISSING VALUES.  
 HOWEVER, ONLY 206 OBSERVATIONS IN DATA SET CAN BE USED IN THIS ANALYSIS.

COVARIATE ANALYSIS OF PHYSICAL FACILITIES

GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: FFP

PERFORMANCE OF PHYSICAL FACILITIES

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE
MODEL	2	52.95226008	26.47613004	20.63
ERROR	203	260.52852244	1.28339075	
CORRECTED TOTAL	205	313.48078252		

SOURCE	DF	TYPE III SS	F VALUE	PR > F	DF
MODEL	1	10.81574756	8.43	0.0041	1
FFI	1	42.13651272	32.83	0.0001	1

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PR > F	R-SQUARE	C.V.
0.0001	0.168917	20.6340
STD DEV	FFP MEAN	
1.1360887	0.1590156	

TYPE IV SS	F VALUE	PR > F
10.81570097	8.36	0.0153
42.13651272	32.83	0.0001

GENERAL LINEAR MODELS PROCEDURE

LEAST SQUARES MEANS

ROLE	PPF LSMEAN	STD ERR LSMEAN	PROB >  T  HO:LSMEAN=0	PROB >  T  LSMEAN=LSMEAN2	HO: LSMEAN2
1	5.82282910	0.15747021	0.0001	0.0155	
2	5.57800576	0.09136172	0.0001		

GENERAL LINEAR MODELS PROCEDURE

CLASS LEVEL INFORMATION

CLASS	LEVELS	VALUES
ROLE	2	1 2

NUMBER OF OBSERVATIONS IN DATA SET = 227

NOTE: ALL DEPENDENT VARIABLES ARE CONSISTENT WITH RESPECT TO THE PRESENCE OR ABSENCE OF MISSING VALUES. HOWEVER, ONLY 202 OBSERVATIONS IN DATA SET CAN BE USED IN THIS ANALYSIS.

COVARIATE ANALYSIS OF TEACHER AND STAFF RELATIONS  
 GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: TSP	PERFORMANCE OF TEACHER AND STAFF	MEAN SQUARE	F VALUE
SOURCE	DF	SUM OF SQUARES	
MODEL	2	62.95127838	51.46564919
ERROR	199	378.06375115	1.89981784
CORRECTED TOTAL	201	440.99504950	

SOURCE	DF	TYPE I SS	F VALUE	PR > F	DF
MODEL	1	17.16171617	9.03	0.0030	1
TS1	1	45.78958220	24.09	0.0001	1

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FR > F	R-SQUARE	C.V.
0.0001	0.142703	27.5395

STD DEV	TSP MEAN
1.37833880	5.00495050

TYPE IV SS	F VALUE	PR > F
19.72699392	10.38	0.0015
45.78958220	24.09	0.0001

GENERAL LINEAR MODELS PROCEDURE

LEAST SQUARES MEANS

ROLE	TSP LSMEAN	STD ERR LSMEAN	PROB >  T  HO:LSMEAN=0	T  HO:LSMEAN=LSMEAN2
1	5.5564427	0.19126378	0.0001	0.0015
2	4.8207685	0.11257000	0.0001	

GENERAL LINEAR MODELS PROCEDURE

CLASS LEVEL INFORMATION

CLASS	LEVELS	VALUES
ROLE	2	1 2

NUMBER OF OBSERVATIONS IN DATA SET = 207

NOTE: ALL DEPENDENT VARIABLES ARE CONSISTENT WITH RESPECT TO THE PRESENCE OR ABSENCE OF MISSING VALUES. HOWEVER, ONLY 203 OBSERVATIONS IN DATA SET CAN BE USED IN THIS ANALYSIS.



COVARIATE ANALYSIS OF SPECIAL PROGRAMS AND PROJECTS

GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: PPF		PERFORMANCE OF SPECIAL PROGRAMS			GENERAL LINEAR MODELS PROCEDURE		
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	DF	
MODEL	2	74.83679314	37.41839657	1.03	0.3121	1	
ERROR	200	268.15828076	1.34079140	54.79	0.0001	1	
CORRECTED TOTAL	202	342.99507389					

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PR > F	R-SQUARE	C.V.
0.0001	0.218186	23.1813
STD DEV	PPF MEAN	
1.15792547	4.99507389	

TYPE IV SS	F VALUE	PR > F
0.55995360	0.42	0.5189
73.45788250	54.79	0.0001

GENERAL LINEAR MODELS PROCEDURE

LEAST SQUARES MEANS

ROLE	PPP LSMEAN	STD ERR LSMEAN	PROB > III HO:LSHEAN=0	PROB > III LSHEAN1=LSHEAN2	HO:
1	5.08585510	0.16229063	0.0001	0.5189	
2	4.76461441	0.09394905	0.0001		

COVARIATE ANALYSIS OF GENLING WITH SOCIETAL PROBLEMS

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GENERAL LINEAR MODELS PROCEDURE

CLASS LEVEL INFORMATION

CLASS	LEVELS	VALUES
ROLE	2	1 2

NUMBER OF OBSERVATIONS IN DATA SET = 227

NOTE: ALL DEPENDENT VARIABLES ARE CONSISTENT WITH RESPECT TO THE PRESENCE OR ABSENCE OF MISSING VALUES. HOWEVER, ONLY 202 OBSERVATIONS IN DATA SET CAN BE USED IN THIS ANALYSIS.

COVARIATE ANALYSIS OF DEALING WITH SOCIETAL PROBLEMS

GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE, SPP	PERFORMANCE OF DEALING WITH SOCIETAL P	MEAN SQUARE	F VALUE
SOURCE	SUM OF SQUARES		
MODEL	52.04835542	26.02417771	12.52
ERROR	413.57540676	2.07826838	
CORRECTED TOTAL	465.62376218		

SOURCE	DF	TYPE I SS	F VALUE	PR > F	DF
MODEL	1	1.95073290	0.94	0.3338	1
SPP	1	50.09762252	24.11	0.0001	1

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PR > F	R-SQUARE	C.V.
0.0001	0.111782	30.3341

STU DEV	SPP MEAN
1.44162005	4.75247525

TYPE IV SS	F VALUE	PR > F
3.13611026	1.51	0.2207
50.09762252	24.11	0.0001

COVARIATE ANALYSIS OF DEALING WITH SOCIEAL PROBLEMS

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GENERAL LINEAR MODELS PROCEDURE

LEAST SQUARES MEANS

ROLE	SPP	STD ERR	PROB > III	PKUB > III	H0:
	LSMEAN	LSMEAN	H0:LSMEAN=0	LSMEAN=LSMEAN2	
1	4.96717802	0.20208082	0.0001	0.2207	
2	4.67995974	0.11735932	0.0001		

COVARIATE ANALYSIS OF COMMUNITY RELATIONS AND SUPPORT

11:10 THURSDAY, FEBRUARY 3, 1983 34

GENERAL LINEAR MODELS PROCEDURE

CLASS LEVEL INFORMATION

CLASS	LEVELS	VALUES
ROLE	2	1 2

NUMBER OF OBSERVATIONS IN DATA SET = 227

NOTE: ALL DEPENDENT VARIABLES ARE CONSISTENT WITH RESPECT TO THE PRESENCE OR ABSENCE OF MISSING VALUES. HOWEVER, ONLY 207 OBSERVATIONS IN DATA SET CAN BE USED IN THIS ANALYSIS.

COVARIATE ANALYSIS OF COMMUNITY RELATIONS AND SUPPORT

GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: CSF

PERFORMANCE OF COMMUNITY RELATIONS

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE
MODEL	2	63.65816658	31.82908329	12.58
ERROR	204	516.16792038	2.53023490	
CORRECTED TOTAL	206	579.82608696		

SOURCE	DF	TYPE I SS	F VALUE	PR > F	DF
ROLE	1	36.63038560	14.48	0.0002	1
CSI	1	27.02778098	10.68	0.0013	1

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PR > F	R-SQUARE	C.V.
0.0001	0.109788	29.6639
STD DEV		CSF MEAN
1.59067121		5.56231884

TYPE IV SS	F VALUE	PR > F
31.53346583	12.46	0.0005
27.02778098	10.68	0.0013

COVARIATE ANALYSIS OF COMMUNITY RELATIONS AND SUPPORT

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GENERAL LINEAR MODELS PROCEDURE

LEAST SQUARES MEANS

ROLE	CSP	STD ERR	PROB > ITI	PROB > ITI	H0:
	LSMEAN	LSMEAN	H0:LSMEAN=0	LSMEAN=LSMEAN2	
1	6.04714690	0.22328215	0.0001	0.0005	
2	5.15843274	0.12745732	0.0001		

COVARIATE ANALYSIS OF PERSONNEL ADMINISTRATION

11:10 THURSDAY, FEBRUARY 3, 1983 37

GENERAL LINEAR MODELS PROCEDURE

CLASS LEVEL INFORMATION

CLASS	LEVELS	VALUES
ROLE	2	1 2

NUMBER OF OBSERVATIONS IN DATA SET = 227

NOTE: ALL DEPENDENT VARIABLES ARE CONSISTENT WITH RESPECT TO THE PRESENCE OR ABSENCE OF MISSING VALUES. HOWEVER, ONLY 204 OBSERVATIONS IN DATA SET CAN BE USED IN THIS ANALYSIS.

COVARIATE ANALYSIS OF PERSONNEL ADMINISTRATION  
 GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: PAF	PERFORMANCE OF PERSONNEL ADMINISTRATION			REAR SQUARE			F VALUE
SOURCE	DF	SUM OF SQUARES	TYPE I SS	F VALUE	PR > F	DF	
MODEL	2	82.50615093		11.32	0.0009	1	21.25
ERROR	201	390.65073181		31.13	0.0001	1	
CORRECTED TOTAL	203	473.15688275					

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FR > F	R-SQUARE	C.V.
0.0001	0.174374	20.2845
STD DEV		POP REAR
1.39410759		5.30592157

TYPE IV SS	F VALUE	PR > F
11.91783380	7.68	0.0061
60.50564471	31.13	0.0001

GENERAL LINEAR MODELS PROCEDURE

LEAST SQUARES MEANS

ROLE	PAF LSMEAN	STD ERR LSMEAN	PROB >  T  HO:LSMEAN=0	PROB >  T  LSMEAN=LSMEAN2
1	5.76874149	0.19410230	0.0001	0.0061
2	5.14490423	0.11323221	0.0001	

GENERAL LINEAR MODELS PROCEDURE

CLASS LEVEL INFORMATION

CLASS	LEVELS	VALUES
ROLE	2	1 2

NUMBER OF OBSERVATIONS IN DATA SET = 227

NOTE: ALL DEPENDENT VARIABLES ARE CONSISTENT WITH RESPECT TO THE PRESENCE OR ABSENCE OF MISSING VALUES. HOWEVER, ONLY 206 OBSERVATIONS IN DATA SET CAN BE USED IN THIS ANALYSIS.



COVARIATE ANALYSIS OF BOARD RELATIONS

GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: BRP		PERFORMANCE OF BOARD RELATIONS		
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE
MODEL	2	51.36739328	25.68369664	12.83
ERROR	203	406.47726691	2.00235107	
CORRECTED TOTAL	205	457.84466019		

SOURCE	DF	TYPE III SS	F VALUE	PR > F	DF
ROLE	1	16.89960325	8.44	0.0041	1
BRI	1	34.46778803	17.21	0.0001	1

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PR > F	R-SQUARE	C.V.
0.0001	0.112194	24.6615
STD DEV	BRP MEAN	
1.41504455	5.73786408	

TYPE IV SS	F VALUE	PR > F
9.01667656	4.50	0.0350
34.46778803	17.21	0.0001

COVARIATE ANALYSIS OF COLLEGIAL RELATIONS

GENERAL LINEAR MODEL'S PROCEDURE

DEPENDENT VARIABLE: CRP PERFORMANCE OF COLLEGIAL RELATIONS

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE
MODEL	2	124.81192404	62.40596202	54.19
ERROR	197	226.86807596	1.15161460	
CORRECTED TOTAL	199	351.68000000		

SOURCE	DF	TYPE III SS	F VALUE	PR > F	DF
ROLE	1	0.66855113	0.58	0.4470	1
CR1	1	124.14337292	107.80	0.0001	1

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PR > F	R-SQUARE	C.V.
0.0001	0.354902	21.6557
STD DEV	CRP MEAN	
1.07313508	4.96000000	

TYPE IV SS	F VALUE	PR > F
0.64802082	0.56	0.4541
124.14337292	107.80	0.0001

GENERAL LINEAR MODELS PROCEDURE

LEAST SQUARES MEANS

ROLE	CRP LSMEAN	STD ERR LSMEAN	PROB >  T  HO:LSMEAN=0	PROB >  T  LSMEAN=LSMEAN2
1	5.05739439	0.15026876	0.0001	0.4541
2	4.92607789	0.08791450	0.0001	

C

COVARIATE ANALYSIS OF MONITORING STUDENT ACHIEVEMENT

GENERAL LINEAR MODELS PROCEDURE

CLASS LEVEL INFORMATION

CLASS	LEVELS	VALUES
ROLE	2	1 2

NUMBER OF OBSERVATIONS IN DATA SET = 227

NOTE: ALL DEPENDENT VARIABLES ARE CONSISTENT WITH RESPECT TO THE PRESENCE OR ABSENCE OF MISSING VALUES. HOWEVER, ONLY 205 OBSERVATIONS IN DATA SET CAN BE USED IN THIS ANALYSIS.

COVARIATE ANALYSIS OF MONITORING STUDENT ACHIEVEMENT

GENERAL LINEAR MODELS PROCEDURE

DEFINITION VARIABLE; SDF	PERFORMANCE OF MONITORING STUDENT ACH	MEAN SQUARE	F VALUE
SOURCE	DF	SUM OF SQUARES	F VALUE
MODEL	2	76.53675562	38.26837781
ERROR	202	354.41934194	1.75455120
CORRECTED TOTAL	204	430.95609756	

SOURCE	DF	TYPE I SS	F VALUE	PR > F	DF
ROLE	1	3.32575568	1.90	0.1701	1
SEX	1	73.21099994	41.73	0.0001	1

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PR > F	R-SQUARE	C.V.
0.0001	0.177598	25.5449
SDF DEV		SDF MEAN
1.32457473		5.18536585

TYPE IV SS	F VALUE	PR > F
7.53862246	4.30	0.0395
73.21099994	41.73	0.0001

COVARIATE ANALYSIS OF MONITORING STUDENT ACHIEVEMENT

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GENERAL LINEAR MODELS PROCEDURE

LEAST SQUARES MEANS

ROLE	SAP LSMEAN	STD ERR LSMEAN	PROB > ITI HO1LSMEAN=0	PROB > ITI HO1 LSMEAN1=LSMEAN2
1	5.51627572	0.18451099	0.0001	0.0395
2	5.07289976	0.10725040	0.0001	

COVARIATE ANALYSIS OF DEALING WITH POLITICAL INFLUENCE

11:10 THURSDAY, FEBRUARY 3, 1983 49

GENERAL LINEAR MODELS PROCEDURE

CLASS LEVEL INFORMATION

CLASS	LEVELS	VALUES
ROLE	2	1 2

NUMBER OF OBSERVATIONS IN DATA SET = 227

NOTE: ALL DEPENDENT VARIABLES ARE CONSISTENT WITH RESPECT TO THE PRESENCE OR ABSENCE OF MISSING VALUES. HOWEVER, ONLY 208 OBSERVATIONS IN DATA SET CAN BE USED IN THIS ANALYSIS.

COVARIATE ANALYSIS OF DEALING WITH POLITICAL INFLUENCE

GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: PIP	PERFORMANCE OF DEALING WITH POLITICS	MEAN SQUARE	F VALUE
SOURCE	SUM OF SQUARES		
MODEL	84.31886852	42.15943426	17.94
ERROR	481.75805456	2.35003929	
CORRECTED TOTAL	566.07692308		

SOURCE	DF	TYPE I SS	F VALUE	PR > F	DF
ROLE	1	16.02564103	6.62	0.0097	1
PII	1	68.29322749	29.06	0.0001	1

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PR > F	R-SQUARE	C.V.
0.0001	0.148953	31.2608
STD DEV	PIP MEAN	
1.53298379	4.90384615	

TYPE IV SS	F VALUE	PR > F
8.74375014	3.72	0.0551
68.29322749	29.06	0.0001

COVARIATE ANALYSIS OF DEALING WITH POLITICAL INFLUENCE

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GENERAL LINEAR MODELS PROCEDURE

LEAST SQUARES MEANS

ROLE	PIP LSMEAN	STD ERR LSMEAN	PROB >  T  H0:LSMEAN=0	PROB >  T  HG1 LSMEAN=LSMEAN2
1	5.26158226	0.21380622	0.0001	0.0551
2	4.78456745	0.12297210	0.0001	